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ABSTRACT

Describing the goals for student equity developed by California's Cypress College, this Plan provides data on outcomes and projections for each goal through 1997 and strategies to be undertaken to meet those goals. Following an executive summary, introduction, and time line of student equity activities from April 1993 to spring 1995, data are provided on the following five goal indicators: access, course completion, transfer, degrees and certificates awarded, and basic skills and English as a Second Language completion. For each goal indicator, the Plan provides an overview of the status of the goal by the college's Student Equity Committee (SEC) and a table of barriers or needs, activities to respond, the person or group responsible for the activity, the funding source, and a time line for completion. A summary is then provided of results from a 1994 survey of the campus climate, including data from student, faculty, and staff responses and a table of barriers, activities, responsible parties, funding, and time line for improving the campus climate for each group's responses. Appendixes provide the subchapter on student equity from the California Code of Regulations, a list of SEC members, a description of services provided by 34 campus programs that foster student equity, and the campus climate survey instruments. (HAA)

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ED 401 989

CYPRESS COLLEGE STUDENT EQUITY PLAN

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JC 970 026

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Cypress College Student Equity Plan

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EXECUTIVE SUMMARY

Contact person for further information
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The goals for Student Equity at Cypress College are:

Access: By 1996, the ethnic distribution of the enrollment will reflect that of the adult population of the North Orange County Community College District service area.

Retention (Successful Course Completion): 1) Historically underrepresented groups will reflect campus mean by 1998. 2) The standards and rigor of all courses will be maintained by compliance with criteria in the California Community College New Curriculum Handbook, maintaining or increasing the number of course articulation agreements with the CSU and UC systems and meeting all WASC accreditation standards related to instructional delivery.

Transfer: 1) The total number of students who transfer will increase by 10% each fall to 628 by 1997, as indicated for each target group on the chart on page 18. 2) The ethnic distribution of the transfer student will be equal to that of the enrollment four years earlier.

Degree & Certificate Completion: 1) The total number of degrees and certificates will increase 10% a year to 1040 degrees and 463 certificates awarded by 1997-98, as indicated for each target group on the chart on page 22. 2) The ethnic distribution of recipients will be equal to that of the enrollment four years earlier.

ESL & Basic Skills: The percentage of students from target groups that fall below the means for successfully completing the degree-applicable course in the discipline within three semesters of having completed the final ESL or Basic Skills courses will bring those groups up the college mean by 1998.

The groups for whom goals have been established are: Disabled; Blacks; Filipinos; Hispanics; Native Americans, Pacific Islanders; and Others.

To meet these goals, the college has established:
- An evaluation team of individuals to do an annual review of progress towards the goals
- New programs to assist members of the targeted groups, i.e., Puente Writing Lab, expanded tutoring to the community and expanded tutorial space on campus; consolidated ground-level DSPS Center; and specially-funded projects
- Continuation of programs assisting the targeted groups, listed in Appendix C

Resources targeted for these purposes include General, EOPS, Staff Development, Student Activities, Multicultural, VATEA, Matriculation, Financial Aid, Transfer Center, and Adult Continuing Educations funds.

CYPRESS COLLEGE STUDENT EQUITY PLAN

INTRODUCTION

The process of developing the *Student Equity Plan* began in the fall of 1993, with a meeting of interested parties representing the two colleges in the North Orange Community College District. After discussion and deliberation, it was agreed that each campus should develop its own Student Equity Plan, reflecting the unique characteristics of each student body, faculty and resources. Cypress College began the development of its Student Equity Committee with representatives of the Academic Senate, Adult Continuing Education, management, faculty, classified staff and student body, who began to meet to determine the process and procedures necessary to fulfill the expectations of the spirit of equity. The District office served in a coordinating role to facilitate the flow of information to the Chancellor and Board of Trustees.

The Cypress College Student Equity Committee was aware that the major factor in driving the plan would be research, both demographic and campus climate. The District Information Services Department provided extensive statistical data that is routinely compiled to track student demographics and performance and, with the efforts of the Research Sub-Committee chair and the staff of Information Services, the necessary information was gathered and the Committee was able to proceed.

In drafting the plan, the development committee worked from a set of principles that guided both the form and content of its work. It was agreed that the guidelines published by the California Community College Academic Senate would be followed as closely as possible with special commitment to academic rigor and standards, and that the activities to overcome barriers would be realistic and attainable. The committee realized that ultimately the success of the *Student Equity Plan* would be dependent on the ownership of it by all of the college constituencies and has made concerted efforts to educate the staff and students of Cypress College on the importance of the commitment of the campus to the success of all its students.

The *Student Equity Plan* is organized around the five goal indicators: Access, Course Completion, Transfer, Degrees and Certificates, and Basic Skills and ESL. Each section of the plan contains an introduction covering an overview of committee considerations, a graph that includes the definition of the goal indicator, the goal itself, baseline data, and a chart covering the barrier, activity, responsibility, funding and time line aspects of the plan.

The implementation activities described were formatted into strategies directed at specific target groups through the intensive work of the Student Equity Plan Committee, a shared governance body. A modified version of the California CPEC survey of faculty, staff, and students assessed campus climate; current strategies were identified and the need to strengthen these or add others was discussed by the committee. Two years of extensive analysis and discussion within the committee and networking with the college community produced the strategies directed toward specific target groups that appear in the plan.

Critical to the long-term effectiveness of the *Student Equity Plan* at Cypress College, it is essential that evaluations take place on a yearly basis, or as often as needed to provide a meaningful endeavor. To this end, we have included individuals from various segments of campus and community to aid in the evaluation process. Responsible parties from each area of evaluation are included in this document. Future planning will be contingent on campus resources.

CYPRESS COLLEGE

STUDENT EQUITY TIME LINES

April, 1993	Information Services and campus representatives convene a meeting at the District Office to discuss research needs for Student Equity Plan development.
May, 1993	Student Equity Committee is formed through input from Academic Senate, faculty, administration, CSEA, Associated Student Body, and community groups.
June, 1993	Demographic data is gathered from cities served by college to aid in making decisions regarding Student Equity goals.
June-September, 1993	Student Equity research committees formed to determine research needs and sources of data collection to be presented and approved by the full committee.
October 1, 1993	Student Equity Committee member attended "Developing Student Equity Plans" workshop at Rancho Santiago College sponsored by FACCC and Academic Senate.
October 26-29, 1993	Chair of the Student Equity Committee attended workshops at the Chancellor's Fall Conference to keep informed regarding issues impacting Student Equity.
November 4, 1993	Full membership of the Student Equity Committee meets. Subcommittees are formed on Campus Climate, Campus Program Assessment, Research, and Finance. Campus Climate Survey is introduced and approved for use.
December 9, 1993	Research subcommittee chair briefs committee on research methodology. Radius for access component of plan is determined.
February-May, 1994	Student Equity data development led by Informational Services and Research Committee.
February 24, 1994	Format for writing the Student Equity Plan is determined.
March 10, 1994	Climate Assessment Survey Subcommittee chair submits Climate Assessment Survey to full committee and seeks input relevant to needed changes.

March 17, 1994	Campus Climate Assessment Survey is approved and the distribution system is devised to solicit responses from each constituency group (student, faculty, and staff). Provisions are made for research analysis, formatting, compiling, and analyzing data.
March-May, 1994	Organization teams are developed around five required sections of the Student Equity Plan: Access, Course Completion, Degrees and Certificate Completion, ESL and Basic Skills, and Transfer. All sections of the Student Equity Plan were submitted by the organizational teams after being reviewed by constituency groups.
April 10, 1994	Campus Climate Assessment Survey is distributed to all campus constituency groups.
April 14, 1994	Chair of the Student Equity Committee attended two workshops at the Chancellor's Spring Conference to keep informed regarding issues impacting Student Equity. Campus Climate Assessment data is analyzed.
April 28, 1994	Organizational teams submit the respective sections of the Student Equity Plan to full committee, after receiving input from key faculty, staff, and students.
April-May, 1994	Subcommittee chosen from the full committee to format and edit the Student Equity Plan.
May 16, 1994	First draft completed. Plan is submitted to full committee.
May 20, 1994	Second draft is submitted to full committee for review.
November 21, 1994	Draft is submitted to Shared Governance. a. Documents to be mailed to Academic Senate (20), Associated Students (20), Division Deans (10), CSEA President (1). b. President to send letter to staff inviting them to pick up copy for reaction (50).
December 1, 1994	Meeting to fuse Shared Governance input.
December 8, 1994	Academic Senate ratification.
December 15, 1994	President's Advisory Cabinet ratification.
December 16, 1994	President's Ratification

December 17, 1994	Final draft to DEC
January 9, 1995	Plan submitted for placement on Board of Trustees docket.
January 24, 1995	Plan submitted for Board of Trustee approval.
Spring 1995	Plan submitted to State Chancellor's Office.

Access

After interpretation of the data received from our District Information Services, the committee was heartened to realize that Cypress College has been maintaining a positive representative group in regard to access.

We can point with pride to the efforts of EOPS, DSPS, Counseling and Student Activities in the area of recruitment. However, when observing the larger picture we realize that we need to look at other factors regarding student success.

The committee is dedicated, however, to the maintenance and improvement of Cypress College's access. Our campus Curriculum Committee has instituted a multicultural graduation requirement, and there is a very active Multicultural Committee on this campus, which is faculty driven. We are eager to introduce additional ethnic studies courses and to offer programs and workshops to increase all students' knowledge and understanding of the diverse cultures on our campus.

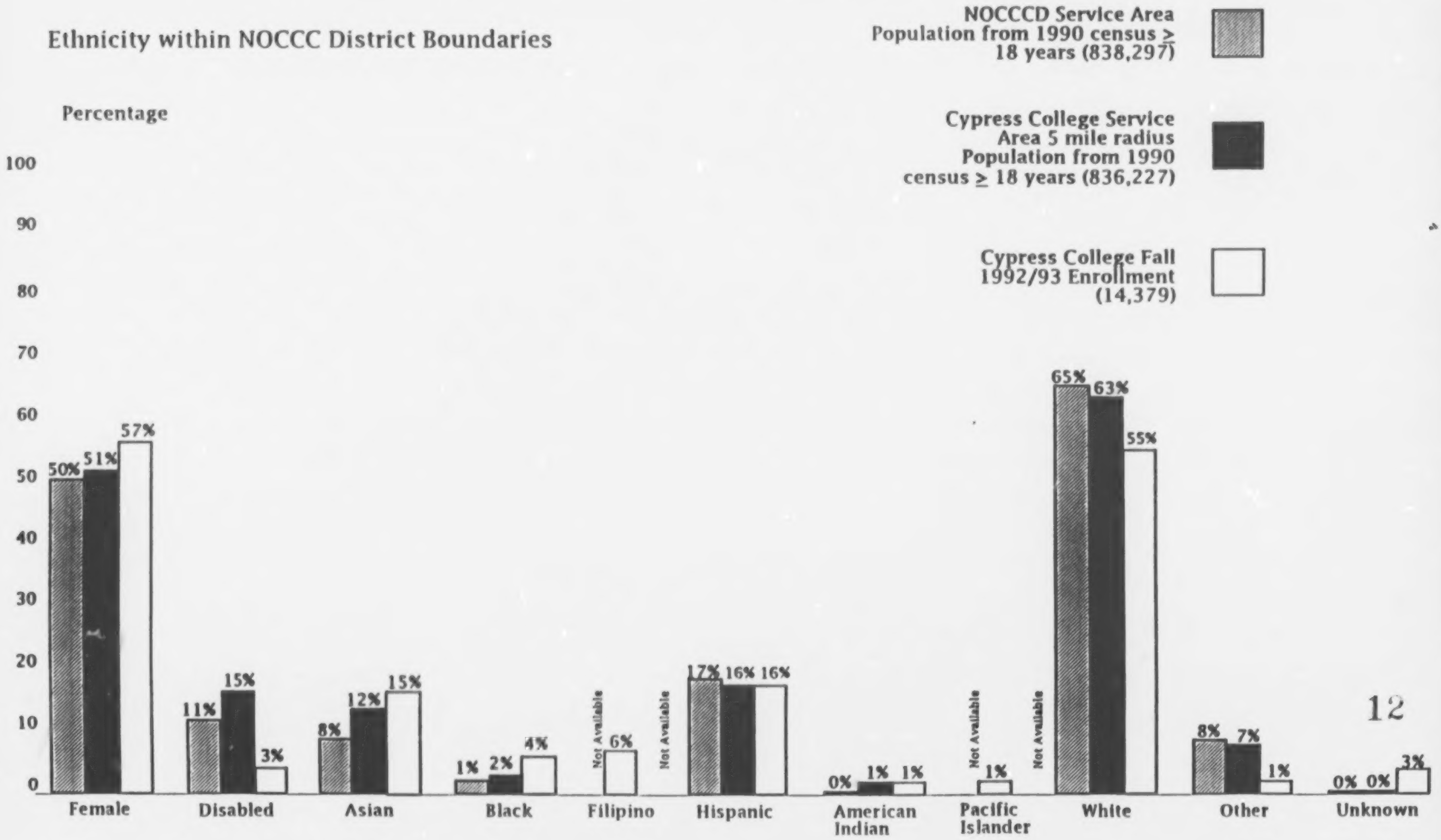
The chart on page 2 of this document illustrates the progress the College has made with respect to providing college access to various ethnic groups.

Goal: By 1996, the ethnic distribution of the enrollment will reflect that of the adult population of the NOCCCD service area. The objectives are to:

- Raise the disabled population to 11 - 15% by 1996
- Raise the "other" category to 7 - 8% by 1996

ACCESS

The comparison of the percentage of each group that is enrolled to the percentage of each group in the population within the community served.


Ethnicity within NOCCC District Boundaries

STUDENT EQUITY PLAN DEVELOPMENT

WORKSHEET

Goal: ACCESS

BARRIERS/NEEDS	ACTIVITY (Indicate exists, enhance, or new)	PERSON/GROUP RESPONSIBLE	FUNDING SOURCE	TIME LINE
Need to assist students in the affective domain area as a prelude to higher educational aspirations.	Provide workshops in self-concept at high schools and other community agencies. (exists)	EOPS Counselor LINKS Grant Project Manager	EOPS Funds General Funds	Ongoing
	Provide introductory career classes in various formats throughout semester.	Career Center Counselor	General Funds	Ongoing
A. Need for additional knowledge among community members regarding community college educational opportunities.	Continue to participate in community awareness such as: - Career Days/Workshops - College Days - High School Senior Day - Cultural/Community special events - Transfer University Representative Days - Vocational Education Day - Organize community outreach team (new) (enhance)	EOPS Center Transfer Center LINKS Grant Project Manager Tech Prep Project Manager Faculty, Counseling staff	General Funds Staff Development Multicultural Committee Student Activities LINKS New Horizon JTPA Tech Prep	Ongoing
B. Need to assist students to develop self-esteem in instruction and student services	Expand breadth & nature of outreach to the community via: - Increased staff involvement in community organizations & activities. - Development of multilingual outreach & information materials. - More effective utilization of local multi-ethnic media - Expand coordination & cooperative efforts with governmental agencies, community-based organizations & churches on behalf of the	All Cypress College staff	General Funds	Exists

Goal: ACCESS

BARRIERS/NEEDS	ACTIVITY *(Indicate exists, enhance, or new)*	PERSON/GROUP RESPONSIBLE	FUNDING SOURCE	TIME LINE
	employees and constituents they serve. - Increased involvement of staff with ethnically diverse organizations on and off campus. (enhance)			
	Publish assessment information in Schedule of Classes.	Matriculation Coordinator	Matriculation Funds	Ongoing
	Marketing assessment services in basic skills & ESL. - Fliers, marquee, cable TV, newspaper	Matriculation Coordinator	Matriculation Funds	Ongoing
	Provide bilingual hourly staff in Vietnamese, Spanish, Korean, Chinese.	Matriculation Coordinator	Matriculation Funds	Ongoing
Need to identify under-represented potential students.	Canvas local communities to identify new population for recruitment purposes. (enhance)	EOPS Director	EOPS Funds	Fall 1994
	Develop demographic data.	Researcher(proposed)	General Funds	Fall 1996
Need to create a greater sense of family among diverse community members.	Host a college open house where students invite family and friends as a means of enhancing student recruitment. (new)	President	General Funds Multicultural Committee	Spring 1995
Need to broaden ethnic studies curriculum to enhance recruitment of diverse student population.	Implement additional ethnic studies courses that deal with historical and contemporary issues that will meet general education requirements and meet new graduation requirements - 3 units. (enhance)	Faculty Instructional Deans Curriculum Committee Admissions & Records Counselors	General Funds	Spring 1995 Fall 1996
Need for more effective coordination among high school and community college staff and faculty.	Create 9-12 articulation councils to address curriculum articulation and other critical issues. (new)	Executive Vice President Tech Prep Program Manager Dean of Instructional Development	General Funds Tech Prep	Fall 1994

Goal: ACCESS

BARRIERS/NEEDS	ACTIVITY *(Indicate exists, enhance, or new)*	PERSON/GROUP RESPONSIBLE	FUNDING SOURCE	TIME LINE
	Conduct joint meetings among Discipline and Student Services faculty and involved staff. (enhance)	Articulation Office Discipline Instruction Faculty	General Funds	Exists (expand Fall 1994)
	Meet intersegmentally for review and action in relation to critical student issues. (enhance)	Executive Vice President Department Faculty	General Funds	Exists (expand Fall 1994)
Need for more effective coordination among high school and community college staff and faculty.	Expand and improve college information workshops and coordinate intersegmental outreach with UC/CSU to high school students. (enhance)	Counselors Outreach Committee Transfer Center	General Funds	Exists (expand Fall 1994)
Need for increase in number of sections of basic skills courses available in relation to student placement and demand.	Expand the number of basic skill offerings for new and continuing students. (enhance)	President in consultation with Division Deans & Faculty	General Funds	Fall 1995
The eligibility of high school students and community members to attend Cypress College is hampered by current laws requiring the majority of undocumented students to pay non-resident tuition.	Monitor local, state, and federal legislation affecting immigrant and other underrepresented populations in post-secondary education. (enhance)	President	General Funds	Exists
Need for increased knowledge among 9-12 students, their parents, and high school faculty and staff regarding college opportunities and the higher educational systems.	Provide 9-12 students, their parents, and high school officials College Night programs and special campus events at local high schools. (exists)	EOPS Counselor Counselors	General Funds	Exists (expand) Fall 1994)
	Send welcome letter to contact new students. (enhance)	Dean of Counseling Dean, A & R	General Funds	Spring 1995

Goal: ACCESS

BARRIERS/NEEDS	ACTIVITY *(Indicate exists, enhance, or new)*	PERSON/GROUP RESPONSIBLE	FUNDING SOURCE	TIME LINE
	Make parents aware of the many forms of financial aid available on campus for eligible students as a means of alleviating financial worries. (enhance)	Financial Aid Staff EOPS Counselor Counselors	General Funds	Spring 1995
	Provide peer advising to 9-12 students through the use of college students. (new)	EOPS Director Tech Prep Program Manager	EOPS Funds General Funds Tech Prep	Spring 1995
	Continue the tour and orientation programs for local 9-12 students. (exists)	Executive Vice President Outreach Committee EOPS	General Funds EOPS Funds	Exists (expand Fall 1994)
Need for increase in college-wide use of multiple measures for student placement.	Develop appropriate multiple measures and utilize in making recommendations for student course placements. (enhance)	Counselors Instructional Faculty Matriculation Officer	Matriculation General Funds	Exists
Need for increased institutional input to orientation and registration processes.	Expand and enhance orientation activities on and off campus, i.e., improve staff-student ratios, examine use of media systems and materials, etc. (expand)	Orientation/Counseling Staff DSPS Staff EOPS Staff	Matriculation	Exists (expand Spring 1995)
	Increase multilingual staff and develop multilingual materials to assist with orientation and registration services (expand)	Orientation Staff Instructional Faculty Administrators	Matriculation General Funds	Exists (expand Spring 1995)
	Develop materials to accommodate disabled students (tapes, braille) to assist with orientation and registration. (new)	DSPS Staff	General Funds	Spring 1995
Need for increased institutional input to orientation and registration processes.	Expand multilingual communication capabilities, i.e., ability to access recorded messages and staff assistance in more than one language. (expand)	Dean, A & R	General Funds	Exists (expand Fall 1994)

Goal: ACCESS

BARRIERS/NEEDS	ACTIVITY (Indicate exists, enhance, or new)	PERSON/GROUP RESPONSIBLE	FUNDING SOURCE	TIME LINE
	Priority registration openings for all special groups, i.e., EOPS, disabled. (enhance)	Academic Senate Dean, A & R Executive Vice President EOPS/DSPS	General Funds	Spring 1995
	Improve coordination between faculty and staff regarding open classes, special course opportunities. (expand)	Dean, Vo-Tech Division Dean, Counseling President EOPS Director	General Funds	Exists (expand (Fall 1994)
Need for students in vocational and technical secondary programs to be aware and academically prepared for advanced educational programs at Cypress College.	Support of integration applied academics curriculum that infuses the critical thinking and academic rigor of college or transfer track courses into vocational content areas. (enhance)	Intersegmental Tech Prep Dean, Vo-Tech Division President	Tech Prep	Exists (expand Spring 1995)
	Create skill and competency-based course sequences between educational segments in vocational content areas. (new)	Intersegmental Tech Prep	Tech Prep	Spring 1995
	Build student awareness of employment and higher education opportunities via written materials, catalog entries, and videos. (enhance)	Intersegmental Tech Prep	Tech Prep	Ongoing
Need for increased inter-campus coordination of courses and student services programs.	Establish a process to develop student awareness and knowledge of vocational and certificate programs, i.e., classroom presentation, information tables, etc. (new)	President Executive Vice President	General Funds	Spring 1995
Need for bilingual recording for touchtone registration.	Provide pre-recorded guidelines/instructions in multiple languages. Spanish (exists) Vietnamese. (new)	Information Services	General Funds	Ongoing
Need for translators at Admissions & Records	Provide application assistance and general information to ESL students. (new)	Executive Vice President	General Funds	Spring 1995

Successful Course Completion

Through the efforts of the Cypress College Staff Development Office, Curriculum Committee, and Academic Senate, the campus has made great progress in increasing the campus awareness of our diverse population and its various needs. In addition to the Office of Affirmative Action, the campus instituted a faculty-driven Multicultural Committee in the Spring of 1993. Among the many efforts to improve student success, the campus has instituted for the Fall of 1994, a course in multiculturalism as a requirement for graduation. Its emphasis is on contemporary cultural influences, and most divisions on this campus have developed courses to satisfy the requirement. The Staff Development Office and the Multicultural Committee have offered many colloquia and lectures regarding innovative methods of instructional delivery. The Counseling Division has made an effort to educate the faculty on various learning styles that are culturally related.

Although funds are limited, the faculty and counseling divisions are investigating means by which the classroom can become an area of cooperation for student retention. The campus is undergoing a reorganization plan which would emphasize student success through cooperative learning as a high priority. Reorganization will also place counseling in the same administrative line as instruction. We realize that effort must be placed on increasing the students' understanding of the importance of the subject matter they are required to take and in giving them the joy of learning and the thrill of successful completion.

Goal #1: Historically underrepresented groups will reflect the campus mean by 1998. The chart on page 11 indicates the current differences between the campus mean and historically underrepresented groups. The objectives are to:

Raise the percentage of disabled students who successfully complete 9 - 12 units with
A,B,C, or credit from
60.5% to 61.5% in 1995-96
61.5% to 62.5% in 1996-97
62.5% to 63% in 1997-98

Raise the percentage of black students who successfully complete 9 - 12 units with
A,B,C, or credit from
54% to 56.5% in 1995-96
56.5% to 59% in 1996-97
59% to 63% in 1997-98

Raise the percentage of Filipino students who successfully complete 9 - 12 units with
A,B,C, or credit from
59% to 60% in 1995-96
60% to 61.5% in 1996-97
61.5% to 63% in 1997-98

Raise the percentage of Hispanic students who successfully complete 9 - 12 units with
A,B,C, or credit from

55% to 57% in 1995-96
57% to 60% in 1996-97
60% to 63% in 1997-98

Raise the percentage of American Indian students who successfully complete 9 - 12 units with A,B,C, or credit from

53% to 56% in 1995-96
56% to 59.5% in 1996-97
59.5% to 63% in 1997-98

Raise the percentage of Pacific Islander students who successfully complete 9 - 12 units with A,B,C, or credit

60% to 61% in 1995-96
61% to 62% in 1996-97
62% to 63% in 1997-98

Raise the percentage of "other" students who successfully complete 9 - 12 units with A,B,C, or credit from

53% to 56.5% in 1995-96
56.5% to 60% in 1996-97
60% to 63% in 1997-98

Goal #2: The standards and rigors of all courses will be maintained by compliance with criteria in the California Community College New Curriculum Handbook, maintaining or increasing the number of course articulation agreements with the CSU and UC systems and meeting all WASC accreditation standards related to instructional delivery.

Course Completion

Profile of total student population at Cypress College who attempted 9 to 12 units and successfuly completed (A,B,C, CR)

Semester Year	*Campus Mean*	*Female*	*Disabled*	*Asian*	*Black*	*Filipino*	*Hispanic*	*Native American*	*Pacific Islander*	*White*	*Other*	*Unkn*
Fall 1991	62%	64%	62%	65%	54%	56%	56%	50%	75%	64%	58%	62%
Spring 1992	61%	63%	57%	62%	52%	57%	56%	48%	51%	64%	46%	60%
Fall 1992	64%	66%	64%	65%	56%	61%	57%	55%	51%	67%	60%	61%
Spring 1993	64%	67%	59%	64%	55%	61%	57%	60%	62%	67%	53%	65%
F/91 to Sp/93	63%	65%	60.5%	64%	54%	59%	55%	53%	60%	65.5%	53%	62%

STUDENT EQUITY PLAN DEVELOPMENT

WORKSHEET

Goal: SUCCESSFUL COURSE COMPLETION

BARRIERS/NEEDS	ACTIVITY *(Indicate exists, enhance, or new)*	PERSON/GROUP RESPONSIBLE	FUNDING SOURCE	TIME LINES
Need for more culturally inclusive curriculum.	Create additional courses focusing on diversity-related issues. (enhance)	Academic Departments Instruction Counseling Staff	General Funds	Ongoing
	Implement the three-unit cultural pluralism graduation requirement.	Records Office Graduation Evaluation	None	Effective 1994-95
	Schedule guest speakers with expertise in diversity issues for the benefit of students, faculty, and staff. (enhance)	Academic Department Student Services Staff Development Multicultural Committee	General Funds Staff Development Funds	Ongoing
	Increase ethnic diversity among faculty according to stated goals and objectives. (enhance)	Affirmative Action Committee Academic Departments Board of Trustees	Regular hiring costs	Ongoing
	Expand faculty dialogue to increase inclusivity of existing curriculum. (exists)	Multicultural Committee Academic Departments Academic Senate Curriculum Committee	General Funds	Ongoing
	Institute support classes for limited English proficient students across disciplines. (new)	Academic Departments (cooperating with English Dept.)	General Funds	Check with Committee

Goal: SUCCESSFUL COURSE COMPLETION

BARRIERS/NEEDS	ACTIVITY *(Indicate exists, enhance, or new)*	PERSON/GROUP RESPONSIBLE	FUNDING SOURCE	TIME LINES
	Investigate new or alternative delivery modes (including multimedia) for existing and new curriculum. (enhance)	Faculty Curriculum Committee Staff Development Multicultural Committee	General Funds	Ongoing
	Compile ready list of existing campus resources for instructional use. (exists)	Audio Visual Multicultural Committee	General Funds	Ongoing
	Develop special student-instructor mentor program to increase retention rate of all underrepresented students. (new)	Instruction Office Curriculum Committee	General Funds	Spring 1994
	Purchase relevant materials and provide students, staff, clubs and faculty with bibliographies. (enhance)	Library Audio Visual EOPS DSPS	General Funds	Ongoing
	Increase understanding of the role of language in learning through professional development activities. (enhance)	Professional Development Faculty Support Services	General Funds	Ongoing
Need for increased awareness/ availability of support services for underrepresented students.	Parity of services for evening and part-time students. (enhance)	President Executive Vice President	General Funds	Expand 1994-95
	Provide all incoming students with support services (introduction & deadline information) workshops to assist in retention rate. (new)	Counseling Financial Aid SEDC/EOPS Matriculation DPSP Health Center	General Funds	Expand 1994-95

Goal: SUCCESSFUL COURSE COMPLETION

BARRIERS/NEEDS	ACTIVITY *(Indicate exists, enhance, or new)*	PERSON/GROUP RESPONSIBLE	FUNDING SOURCE	TIME LINES
	Provide tutoring in academic and vocational education areas with opportunity for individual and small group sessions. Increase availability during evenings and summer. (enhance)	Student Support Services SEDC/EOPS Math Learning Center DSPS	General Funds	Ongoing
	Increase availability of textbooks on reserve at Library. Provide textbooks on tape. (enhance)	Academic Senate Academic Departments Library DSPS	Publishers/Supply Accounts General Funds	Ongoing
	Computer access for all students, including disabled. (enhance)	Student Support Services SEDC/EOPS DSPS Computer Committee	General Funds	Ongoing
	Support group and skills development for limited English proficient students. (exists)	SEDC/EOPS ESL Conversation Group	General Funds	Ongoing
	Intensify recruitment and identification of financial aid recipients. Encourage them to complete process ASAP. (exists)	Financial Aid EOPS	Federal Aid State Aid General Funds EOPS	Ongoing
	Provide employment opportunities on campus for qualified students as clerks, peer advisors, tutors, etc. (exists)	Job Placement Financial Aid Campus Departments SEDC/EOPS DSPS	Hourly Funds Federal Work Study General Funds	Ongoing

Goal: SUCCESSFUL COURSE COMPLETION

BARRIERS/NEEDS	ACTIVITY *(Indicate exists, enhance, or new)*	PERSON/GROUP RESPONSIBLE	FUNDING SOURCE	TIME LINES
	Develop early-alert system for "at risk" students including follow-up monitoring. (enhance)	Financial Aid (BOGG List) EOPS Counseling Faculty	General Funds	Ongoing
	Maintain high level of retention as a result of EOPS, DSPS, and counseling participation for eligible students. (exists)	President Executive Vice President	General Funds	Ongoing
	Promote club membership among underrepresented students. (enhance)	Student Activities Faculty	General Funds	Ongoing
	Explore the cost and availability of child care to include infant and school-age children. Compile referral list. (new)	EOPS Director Child Care Center Financial Aid LINKS Grant Program Manager New Horizons Dept. of Rehabilitation	General Funds VATEA State Federal LINKS Grant New Horizon EOPS	Spring 1995
Need for increased Guidance/ Counseling Services	Increase effectiveness of placement testing of under-represented students. (enhance)	Matriculation Coordinator Instruction DSPS Manager	Matriculation Funds General Funds	Ongoing
	Enhance all identified components of matriculation. (exists)	Matriculation Instruction	Matriculation Funds General Funds	Fall 1995
	Establish early-alert or referral system for high-risk students, i.e., probation, through mid-semester progress reports. (new)	Faculty Counseling Data Processing	General Funds	Spring 1995

Goal: SUCCESSFUL COURSE COMPLETION

BARRIERS/NEEDS	ACTIVITY *(Indicate exists, enhance, or new)*	PERSON/GROUP RESPONSIBLE	FUNDING SOURCE	TIME LINES
	Provide cross-cultural training for counselors and student support services staff. (exists)	Dean of Counseling Staff Development Multicultural Committee	General Funds	Ongoing
Need to increase acknowledgment and recognition of academic achievements of underrepresented students.	Student Awards presentations. Continue to nominate eligible students to the Talent Roster of Minority Students, Who's Who, National Dean's List, etc. (exists)	Student Activities Financial Aid EOPS Faculty	General Funds	Ongoing
Need for greater faculty consensus	Develop philosophy statement on retention and successful completion of underrepresented students by Academic Senate. (new)	Academic Senate	N/A	1994-95
Need for support faculty to maintain currency in discipline	Maintain knowledge in learning materials equipment. (enhance)	Academic Departments	General Funds	Ongoing

Transfer

Without success in course completion, Cypress College will not improve its transfer statistics. When emphasis is placed on the humanistic qualities of education, (i.e., faculty/counseling cooperation, public recognition of academic achievement) students will realize the satisfaction of completion and will develop the desire to continue educational work towards baccalaureate and master degrees.

Cooperative efforts by matriculation, counseling, and faculty will be encouraged. Placement of students in appropriate areas of study becomes a crucial issue, and carefully orchestrating courses of study semester by semester to ensure success is critical. The faculty is becoming conditioned not to make the classroom a challenge to succeed in, but a joy to participate in. They are beginning to take the time to mentor students in the academic fields and prepare them for their future years in education.

Goal #1: Increase the total number of students who transfer by 10% each fall to 628 by 1997, as indicated for each target group on the chart on page 18.

Goal #2: Ensure that the ethnic distribution of the transfer student will be equal to that of the enrollment of Fall, 1992, as indicated for each target group on the chart on page 18.

Transfer

Combined number who transfer to a CSU or a UC campus each fall term and the ethnic distribution of these transfer students (CC definition)

Fall	*Female*		*Disabled*		*Asian**		*Black*		*Filipino*		*Hispanic*		*Native American*		*White*		*Known Ethnicity Total*		*Grand Total***	
	N	*%*	*N*	*%*	*N*	*%*	*N*	*%*	*N*	*%*	*N*	*%*	*N*	*%*	*N*	*%*	*N*	*%*	*N*	*%*
1991	-----		-----		58	16	6	2	14	4	53	14	41		238	64	373	90.5	412	100
1992	-----		-----		59	15	6	2	11	3	42	11	51		225	58	348	89	390	100
1993	-----		-----		-----		-----		-----		-----		-----		-----		386	90	429	100
1994	-----		-----		64	15	9	2	13	3	55	13	4	1	247	58	425	90	472	100
1995	-----		-----		75	16	14	3	19	4	65	14	5	1	266	57	467	90	519	100
1996	-----		-----		82	16	15	3	26	5	77	15	5	1	288	56	514	90	571	100
1997	358	57	-----		90	16	23	4	34	6	90	16	6	1	311	55	565	90	628	100

*Asian/Pacific Islander information combined

**Grand Total includes known ethnic total, non-resident alien, no response, other

Source: California Post Secondary Education Commission Student Profile, 1993

STUDENT EQUITY PLAN DEVELOPMENT

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Student Equity Area: TRANSFER

BARRIERS/NEEDS	ACTIVITY (Indicate exists, enhance, or new)	PERSON/GROUP RESPONSIBLE	FUNDING SOURCE	TIME LINE
Increase interaction between counselor and academic divisions regarding articulation.	Maintain existing and increase work between division liaison, counselors, and faculty. (enhance)	Counselors Faculty Division Deans	General Funds	Ongoing
Increase transfer agreements.	Increase transfer agreements with colleges & universities, e.g., ZOT, PACT, ACT. (enhance)	Transfer Center Articulation Officer Tech Prep Project Manager	District General Funds Tech Prep	Ongoing
	Articulation both with secondary and 4-year schools {2+2+2}. (enhance)			
Need for counselors to remain current on transfer information.	CSU/UC counselor conference Transfer/articulation conference (exists)	Dean of Counseling Counselors Articulation Officer	District General Funds	Ongoing
Need for greater transfer among underrepresented students.	Transfer Center program EOPS/DSPS programs Annual review of transfer data. (exists)	Transfer Center Staff EOPS/DSPS Staff MIS	EOPS Funds DSPS General Funds	Ongoing
Need for greater on-site familiarity with university experience	Field trips to universities EOPS community outreach EOPS orientation program (exists)	EOPS/Transfer Center	Transfer Funds/EOPS Funds General Funds	Ongoing
Need for greater electronic processing of complex articulation information.	If awarded, implement on-line use of ASSIST program.	Transfer Center Dean, Admissions & Records	State Chancellor Transfer Center	Spring 1995
	If not, investigate other funding sources to purchase ASSIST or other system.			

Student Equity Area: TRANSFER

BARRIERS/NEEDS	ACTIVITY (Indicate exists, enhance, or new)	PERSON/GROUP RESPONSIBLE	FUNDING SOURCE	TIME LINE
Maintain and increase general education information.	IGETC/CSU certification	Articulation Officer Curriculum Committee Admissions & Records Counselors	District General Funds	Exists
Increase under-represented role models on campus.	Affirmative Action EOPS Student Mentor Program (exists) Campus Mentor Program (new)	Faculty/Staff EOPS Cypress College Staff Community	General Funds Categorical Funds Volunteer effort	Ongoing Spring 1995
Increase the strength and effectiveness of the matriculation process.	Access orientation counselor Provide SEP and timely follow-up (enhance)	Instructional Faculty Matriculation Coordinator Assessment Center Counselors	General Funds	Ongoing
Increase awareness to students of financial resources available at Cypress College and transfer institutions.	Financial Aid workshop (exists on & off campus) College & university representatives Visitations to high schools (exists) Advertising (exists)	Financial Aid Officer Counselors Faculty EOPS	General Funds	Ongoing
Cannot post IGETC Certification to student transcript.	District program to permit posting to CYC545 student history screen.	Information Services	General Funds	Summer 1994
Difficulty dealing with computer screens.	Develop software to use menu-driven screens.	Information Services Articulation Officer	General Funds	Fall 1994
Lack of electronic technology for Transfer Center.	Install bar code reader, software and hardware.	Information Services Computer Committee Transfer Center	Campus Allocation	Summer 1995
No informed use of #2 educational goal on CC7500 screen.	Counselors will use CC7500 screen to document informed educational goal and results.	Dean of Counseling Information Services MIS	General Funds	Fall 1994

Degrees and Certificates

It is important for students to realize that the completion of certificated work can be as important as transferring. Through increased communication with high schools and community centers, potential students can be made aware of employment opportunities offered through courses of study at Cypress College. Most students enter Cypress College without specific career goals. Marketing campaigns should continue in Admissions and Records, Counseling, and the Associated Study Body to make students aware of the opportunities for work-force education at Cypress College.

Cypress College instituted the listing of major fields of study on its diplomas in the 1993-94 academic year. Until that time, students could complete a degree with no concrete future goal. With the advent of declared majors we have seen a more serious approach to areas of study, and students are encouraged to commit to a field of study rather than use a smorgasbord approach to their education. With counseling directed toward a subject-area commitment, students see a logic in the progression of classes toward a goal. With the realization of course success will come degree and certificate completion.

Goal #1: Increase the total number of degrees and certificates by 10% a year to 1040 degrees and 463 certificates awarded by 1997-98, as indicated for each target group on the chart on page 22.

Goal #2: Ensure that the ethnic distribution of recipients is equal to that of the enrollment in Fall, 1992, as indicated on the chart on page 22.

Degrees and Certificates

Total number awarded and the ethnic distribution of the recipients Fall and Spring semesters. *(CC definition)

		School Year	Female		Disabled		Asian		Black		Filipino		Hispanic		Native American		Pacific Islander		White		Other		Unknown		Total
			N%		N%		N%		N%		N%		N%		N%		N%		N%		N%		N%		
DEGREES	Actual	1991-92	444	68			61	9	9	1	28	4	75	11	9	1	0	0	437	67	0	0	36	5	655
		1992-93	441	68			55	9	16	4	29	4	68	11	6	1	2	0	442	69	3	0	24	4	645
		1993-94	*In Progress*																						
	Forecast	1994-95	515	66			86	11	31	4	39	5	94	12	8	1	0	0	508	65	0	0	23	3	781
		1995-96	541	63			103	12	34	4	43	5	120	14	9	1	0	0	524	61	0	0	25	3	859
		1996-97	567	60			132	14	37	4	47	5	142	15	9	1	9	1	548	58	9	1	28	3	945
		1997-98	592	57			156	15	41	4	62	6	166	16	10	1	10	1	572	55	10	1	31	3	1040
CERTIFICATES	Actual	1991-92	181	68			20	7	6	2	11	4	34	13	5	2	1	0	178	67	1	0	11	4	267
		1992-93	179	62			21	7	16	6	15	5	35	12	4	1	1	0	188	66	1	0	6	2	287
		1993-94	*In Progress*																						
	Forecast	1994-95	208	60			27	8	21	6	17	5	45	13	3	1	0	0	219	63	0	0	7	2	348
		1995-96	225	59			38	10	23	6	19	5	54	14	4	1	4	1	230	60	0	0	11	3	383
		1996-97	244	58			50	12	21	5	25	6	63	15	4	1	4	1	240	57	4	1	13	3	421
		1997-98	264	57			69	15	19	4	28	6	74	16	5	1	5	1	254	55	5	1	14	3	463

*Summer School not included

STUDENT EQUITY PLAN DEVELOPMENT

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Goal: DEGREES AND CERTIFICATES

BARRIERS/NEEDS	ACTIVITY *(Indicate exists, enhance, or new)*	PERSON/GROUP RESPONSIBLE	FUNDING SOURCE	TIME LINE
Need for more information regarding students' progress and goal completions.	Develop an instrument to determine ethnicity of certificate/degree students for full academic year. (enhance)	Admissions & Records Information Services	General Funds	Fall 1995
	Establish a survey of the ethnic distribution of degree/certificate recipients at Cypress College. (new)	Admissions & Records Information Services	General funds	Fall 1995
	Automatic awarding of AA's and certificates. (new)	Admissions & Records	N/A	Fall 1995
	Investigate student utilization of statewide ASSIST data base. (new)	Dean of Counseling	N/A	Fall 1995
Need for additional information regarding degree/certificate completion and job placement.	Classroom presentations of information regarding degree/certificate and transfer during orientation. (exists)	Dean of Counseling Counselors	N/A	Ongoing
	Tracking student employment post certificate/degree as a measure of program success. (enhance)	Academic Department Job Placement	General funds	Ongoing
Program development relating to business/career needs and changes	Review certificate offerings and the business/industry needs and marketability. (enhance)	Academic Department Advisory Boards Program Accreditation	N/A	Ongoing
Need for increase in program knowledge among: 1) Students	Continue to update, review, and make available brochures and certificate program requirement sheets. (exists)	Counselors Academic Departments	General Funds	Ongoing

Goal: DEGREES AND CERTIFICATES

BARRIERS/NEEDS	ACTIVITY (Indicate exists, enhance, or new)	PERSON/GROUP RESPONSIBLE	FUNDING SOURCE	TIME LINE
	Increase recruitment among under-represented students into various certificate programs. (enhance)	Academic Department Counselors Advisory Boards EOPS	VATEA Funds General Funds	Ongoing
2) Community	Marketing (Educate business community regarding the scope of certificates available from Cypress College).	Academic Department Marketing Committee Program Advisory Committee	General Funds	Ongoing

ESL and Basic Skills/Institutional

Perhaps the least understood and most controversial areas dealing with student success are English as a Second Language and Basic Skills. Faculty members who are not bilingual have great difficulty in delivering materials to students who are struggling with language barriers, and students frequently find themselves in classes where the subtleties of language become important factors in their learning. As assessment improves, placement will. As greater numbers of ESL students become teachers, information will be assimilated easier.

Greater coordination is needed between Cypress College and our Adult Continuing Education Center where the very basic courses in ESL are offered so that students can make an easy transition to credit instruction. Applied academics need to be stressed for those students in need of language and mathematical skills. When taught concretely, basic skills are more rapidly conquered. Assessment, faculty, and counseling must make early efforts to identify students in need and place them in appropriate classroom environments to stimulate learning.

Goal: The percentage of students from target groups that fall below the mean for successfully completing the degree-applicable course in the discipline within three semesters of having completed the final ESL or Basic Skills courses will bring those groups up to the college mean by 1998.

The groups for whom goals have been established are: Disabled; Blacks, Filipinos; Hispanics, Native Americans; Pacific Islanders; and Others.

The chart on page 28 indicates the baseline data from Fall, 1991, upon which the following objectives are based:

- Raise the percentage of Asians taking ESL 72 to successfully complete English 95/100 from
  28% to 29% in 1995-96
  29% to 30% in 1996-97
  30% to 31% in 1997-98

The baseline data is not statistically significant to set appropriate percentage increase objectives for Asians taking Math 15.

- Raise the percentage of Blacks taking English 60 to successfully complete English 95/100 from
  23% to 30% in 1995-96
  30% to 37% in 1996-97
  37% to 45% in 1997-98

The baseline data is not statistically significant to set appropriate percentage increase objectives for Blacks in Math 15.

- Raise the percentage of Hispanics taking ESL 72 to successfully complete English 95/100 from
  28% to 29% in 1995-96
  29% to 30% in 1996-97
  30% to 31% in 1997-98

and

the percentage of Hispanics taking English 60 to successfully complete English 95/100 from
42% to 43% in 1995-96
43% to 44% in 1996-97
44% to 45% in 1997-98

and

the percentage of Hispanics taking Math 15 to successfully complete Math 20 from
33% to 34% in 1995-96
34% to 34.5% in 1996-97
34.5% to 35% in 1997-98

The baseline data is not statistically significant to set appropriate percentage increase objectives for Pacific Islanders in ESL 72 and English 60.

The baseline data is not statistically significant to set appropriate percentage increase objectives for "others" in ESL 72.

Basic Skills and ESL

(Fall 1991-92 Cohort)

Completion and Progress — The percentage of students who successfully complete (A, B, C, Cr) the degree-applicable course in the discipline within three semesters of having completed the final ESL or Basic Skills course.

(CC Definition)

	Female	*Disabled*[1]	*Asian*	*Black*	*Filipino*	*Hispanic*	*Native American*	*Pacific Islander*	*White*	*Other*	*Unknown*	*College Mean*
***ESL 72 to Eng 95/100*	44% X = 61 Y = 27	—	28% X = 72 Y = 20	100% X = 1 Y = 1	43% X = 14 Y = 6	28% X = 18 Y = 5	0% X = 1 Y = 0	0% X = 1 Y = 0	38% X = 8 Y = 3	0% X = 1 Y = 0	100% X = 1 Y = 1	31% X = 117 Y = 36
Eng 60 to Eng 95/100	45% X = 359 Y = 163	—	54% X = 67 Y = 36	23% X = 26 Y = 6	50% X = 42 Y = 21	42% X = 123 Y = 52	83% X = 6 Y = 5	0% X = 4 Y = 0	45% X = 360 Y = 161	75% X = 4 Y = 3	45% X = 11 Y = 5	45% X = 645 Y = 289
Math 15 to Math 20	38% X = 58 Y = 22	—	0% X = 5 Y = 0	0% X = 3 Y = 0	60% X = 5 Y = 3	33% X = 18 Y = 6	100% X = 2 Y = 2	0% X = 0 Y = 0	38% X = 56 Y = 21	0% X = 0 Y = 0	0% X = 2 Y = 0	35% X = 91 Y = 32

X = Number who successfully completed (A, B, C, Cr) the final ESL or Basic Skills course in Fall 1991.
Y = Number who successfully completed (A, B, C, Cr) the degree-applicable course in the discipline within three semesters of having completed the final ESL or Basic Skills course.

[1] Information not available.

*Only students who received an A or B in ESL 72 were eligible for English 100; most went to English 60.

STUDENT EQUITY PLAN DEVELOPMENT

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Student Equity Area: ESL AND BASIC SKILLS/INSTITUTIONAL

BARRIERS/NEEDS	ACTIVITY *(Indicate exists, enhance, or new)*	PERSON/GROUP RESPONSIBLE	FUNDING SOURCE	TIME LINE
Lack of full access to student support services.	Investigate new/alternative delivery modes of existing curriculum, programs and student services for the benefit of underrepresented students. (enhance)	Faculty Student Support Services EOPS Director DSPS Director	General Funds	1994-95
	Create multilingual referral list of student support services. Distribute through Admissions & Records, Counseling, Financial Aid, EOPS, etc. (new)	Student Services Financial Aid Counseling SEDC/EOPS (exists) Admissions & Records	General Funds	1994-95
	Evaluate adequacy of access to: Counseling 140 Educational Planning. (enhance)	Counseling Department DSPS	General Funds	Ongoing
	Financial Aid (exists)	Student Services Financial Aid	General Funds	Ongoing
	Child Care (exists)	Student Services	General Funds	Ongoing
	Transfer/Certification Info (exists)	Counseling	General Funds	Ongoing
	Individualized and group tutoring for basic skills courses (exists)	Student Services SEDC/EOPS Math Learning Center Humanities Learning Center DSPS	General Funds	Ongoing
	Investigate tutoring for other areas on campus.	MET & Puente Project Writing Center	General Funds	1995-96

Student Equity Area: ESL AND BASIC SKILLS/INSTITUTIONAL

BARRIERS/NEEDS	ACTIVITY (Indicate exists, enhance, or new)	PERSON/GROUP RESPONSIBLE	FUNDING SOURCE	TIME LINE
	Schedule counseling and other support services staff visitations to basic skills courses. (new)	Student Services Counseling	General Funds	1994-95
	Generate "early alert" progress reports for basic skills students. Refer to counselors. PAR Grading Program. (new)	Information Services Faculty Counseling	General Funds	1995-96 Ongoing
	Expand EOPS recruitment activities including information table at Senior Day, community outreach and high schools to increase entire district's awareness of college options. (enhance)	Student Services EOPS Recruitment Staff	General Funds	Ongoing
Lack of full access to classroom, lab and library space and/or hours.	Evaluate existing space allocation in relation to college priorities.	Faculty Administration	General Funds	Ongoing
	Evaluate need/demand for study groups (including evenings) to gain access to study areas and equipment. (enhance)	Faculty Administration Student Services SEDC Library	General Funds	Ongoing
	Investigate need/demand to reinstate Saturday classes. (new)	Academic Departments Instruction Office	General Funds	TBA
Lack of understanding of the role language plays in the learning process.	Professional development focused in this area for all faculty, including research on learning theory, learning styles, study skills development. (exists)	Staff Development Counseling "Doorways to Discovery" Workshops	Staff Development Funds	Ongoing
Lack of English language fluency in student body.	Investigate possibility of adjunct support classes for language-limited students, especially those in vocational education programs. (new)	Instruction Office ESL Department	General Funds	1995-96

Student Equity Area: ESL AND BASIC SKILLS/INSTITUTIONAL

BARRIERS/NEEDS	ACTIVITY *(Indicate exists, enhance, or new)*	PERSON/GROUP RESPONSIBLE	FUNDING SOURCE	TIME LINE
	Increase required hours for English 60 from three to four. (new)	Instruction Office	General Funds	1995-96
Lack of emphasis on nurturing affective aspects of learning and teaching.	Encourage more classroom-based research. (enhance)	Staff Development Instruction Office	Staff Development Funds	Ongoing
	Promote professional development of literature and activities focused on learning theory and learning process providing opportunity for updating skills. (enhance)	Staff Development Instruction Office	Staff Development Funds	Ongoing
	Encourage enrollment in related conferences, workshops. Provide orientations and mentoring opportunities to share information among staff. (enhance)	Staff Development	Staff Development Funds	Ongoing
	Use Student Equity Plan indicators as focus for ongoing curriculum evaluation. (new)	English/ESL and Math Departments Researcher	General Funds	Summer 1995
	Encourage faculty mentoring within and across disciplines. (enhance)	Instruction Office Academic Departments	General Funds	Ongoing
Lack of comprehensive knowledge of program options for instructors as well as students.	Develop easy-to-read lists of sequential courses. (enhance)	Academic Departments Faculty Handbook Class Schedule	General Funds	Ongoing
Lack of full articulation efforts among involved faculty.	Expand faculty-to-faculty articulation, including (for example) follow through of student performance in course work where eligibility for English 100 is required. Check if class syllabus reflects prerequisites. (enhance)	Instruction Office Academic Departments Deans	General Funds	Ongoing
	Encourage writing skills development across the curriculum. (enhance)	Academic Departments	N/A	Ongoing

Student Equity Area: ESL AND BASIC SKILLS/INSTITUTIONAL

BARRIERS/NEEDS	ACTIVITY (Indicate exists, enhance, or new)	PERSON/GROUP RESPONSIBLE	FUNDING SOURCE	TIME LINE
Lack of comprehensive knowledge of what constitutes optimal learning environments for diverse student population.	Professional development activities focused in this area for faculty and support services providers. (enhance)	Staff Development Faculty Student Services	Staff Development Funds General Funds	Ongoing
	Increase diversity within faculty and student services staff. (enhance)	Instruction Affirmative Action Committee	N/A	Ongoing

STUDENT EQUITY PLAN DEVELOPMENT

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Student Equity Area: ESL AND BASIC SKILLS/ENGLISH COURSES

BARRIERS/NEEDS	ACTIVITY (Indicate exists, enhance, or new)	PERSON/GROUP RESPONSIBLE	FUNDING SOURCE	TIME LINE
Lack of articulation between College and K-12 ESL programs.	Articulation efforts by Cypress College.	ESL Department Counseling Department	General Funds	1995-96
Lack of reading skills among incoming students to decode what they read in college texts.	Development of an immersion package of courses in reading, writing, speaking at Cypress College. (enhance)	Administration Instruction Office ESL Department Reading Department English Department Writing Center	General Funds	1995-96
	Introduce study skills development in ESL courses. (enhance)	ESL Faculty	General Funds	1994-95
	Introduce short term skills-building workshops throughout semester to include: (for example) -word processing -research paper writing review -library use -textbook reading -discipline specific (new)	Academic Departments	General Funds	1995-96
Incomplete development of effective multiple measures placement to encourage students to enroll in courses suitable to their abilities.	Time and incentives for English/ESL staff to develop, institute and participate in the process. (new)	Reading Department English Department ESL Department Counseling Matriculation	General Funds	TBA

Student Equity Area: ESL AND BASIC SKILLS/ENGLISH COURSES

BARRIERS/NEEDS	ACTIVITY (Indicate exists, enhance, or new)	PERSON/GROUP RESPONSIBLE	FUNDING SOURCE	TIME LINE
Lack of maximum use of available classroom space	Allocate space to offer more basic skills classes throughout the day and in manageable time segments so that students can get complete package of language classes. (enhance)	Instruction Office English Department ESL Department Reading Department	N/A	Ongoing
Difficulty of maintaining contact with adjunct faculty.	Continue program of interaction between full-time and adjunct staff.	English/ESL Staff Reading Staff	General Funds	Ongoing
	Continue to include adjunct staff names in schedule for recognition by students. (exists)	English/ESL Staff Reading Staff	N/A	Ongoing
	Continue to promote activities for evening adjunct staff.	Reading Department English Department ESL Department Staff Development	General Funds Staff Development Funds	Ongoing

STUDENT EQUITY PLAN DEVELOPMENT

WORKSHEET

Student Equity Area: ESL AND BASIC SKILLS/MATH DEPT.

BARRIERS/NEEDS	ACTIVITY *(Indicate exists, enhance, or new)*	PERSON/GROUP RESPONSIBLE	FUNDING SOURCE	TIME LINE
Need for greater knowledge of what constitutes optimal learning environment for each student.	Test students' learning styles; recommend classes in accordance with individual needs. (new)	Math Department Matriculation	General Funds	Fall 1995
	Offer basic skills courses in a variety of settings (math lab, lecture, etc.). (enhance)	Math Department	General Funds	Ongoing
Need to decrease class size to provide basic math students with greater opportunity for individual attention.	Decrease size of basic math classes. (new)	Math Department	General Funds	TBA
Increase concrete experiences needed for developing an understanding of abstract mathematical concepts.	Purchase appropriate manipulatives for use in basic math classes. (new)	Math Department	General Funds	TBA
Need for increased opportunity to receive assistance outside the classroom.	Refer students to tutoring at math lab or SEDC. Provide assistance on a drop-in or assigned basis. (exists)	Math Lab SEDC/EOPS	General Funds	Ongoing

STUDENT EQUITY PLAN DEVELOPMENT

WORKSHEET

Student Equity Area: ESL AND BASIC SKILLS/ADULT CONTINUING EDUCATION

BARRIERS/NEEDS	ACTIVITY *(Indicate exists, enhance, or new)*	PERSON/GROUP RESPONSIBLE	FUNDING SOURCE	TIME LINE
Lack of guidance to varied adult education instructional programs to address student interests and needs.	Expand vocational program offerings. (enhance)	Dean, Adult Continuing Education	Adult Continuing Education Funds	Ongoing
	Enhance awareness of career/ vocational options and academic options. Referrals to Eureka at Career Center. (new)	Dean, Adult Continuing Education	Adult Continuing Education Funds	Fall 1994
Lack of effective reading, writing, speaking skills and lack of general understanding.	Promote instructional activities/ programs designed to enhance pronunciation, reading, conversation and grammar skills development. (enhance)	Faculty, Adult Continuing Education	Adult Continuing Education Funds	Ongoing
	Promote writing across the curriculum. (enhance)	Faculty, Adult Continuing Education	Adult Continuing Education Funds	Ongoing
Lack of articulation between students and staff in different programs and between credit classes and Adult Continuing Education.	Encourage Adult Continuing Education staff and students to participate in campus-sponsored activities. Schedule events of interest to both populations, i.e., presentations, multicultural open house, etc. (enhance)	Staff & Faculty, Adult Continuing Education Student Activities Student Development Services	N/A	Ongoing
	Establish student-speaker program or student-mentor program which pairs students from Adult Continuing Education with students from campus. (new)	Faculty, Adult Continuing Education Student Activities Student Development Services	Adult Continuing Education Funds	1995-96

Student Equity Area: ESL AND BASIC SKILLS/ADULT CONTINUING EDUCATION

BARRIERS/NEEDS	ACTIVITY (Indicate exists, enhance, or new)	PERSON/GROUP RESPONSIBLE	FUNDING SOURCE	TIME LINE
Need for additional classroom and language lab spaces for ESL courses at the Adult Continuing Education	Explore possibility of utilizing available campus classrooms. (This may facilitate contact mentioned above.)	Dean, Adult Continuing Education	N/A	1994-95
Lack of Adult Continuing Education ESL resource center where faculty can get materials.	Create resource area providing faculty with appropriate instructional materials. (new)	Dean, Adult Continuing Education	Adult Continuing Education Funds	1994-95
Lack of instructional materials and equipment in Adult Continuing Education ESL lab.	Supply Adult Continuing Education ESL lab with additional equipment and materials, i.e., software to enhance listening, reading and writing skills. (enhance)	Dean, Adult Continuing Education	Adult Continuing Education Funds	1994-95
Lack of tracking system and effective transition system between non-credit Adult Continuing Education and credit programs.	Establish a common student permanent number. (new)	Dean, Admissions & Records Data Processing	General Funds	TBA
	Establish system to expedite processing of Adult Continuing Education students enrolling in college. (new)	Dean, Admissions & Records	General Funds	TBA
Lack of counseling services for Adult Continuing Education ESL students.	Provide appropriate staffing to address student needs, appointing liaison between Adult Continuing Education and counseling office. (new)	Dean of Counseling Dean, Adult Continuing Education	General Funds Adult Continuing Education Funds	TBA

Campus Climate Survey

Using the document from the State Chancellor's Office, the campus was surveyed in March of 1994. Although the general findings were positive, some caution should be exercised in the analysis of the document. Fourteen students, fourteen faculty, and four staff members commented negatively regarding the design, length, and repetitiveness of the surveys. The survey would have been better accepted had there been a greater cooperative effort between the Academic Senate and Administration in the preparation of the campus for this survey.

A researcher was hired to analyze the returned surveys and that summary begins on the following page. In addition, three sub-committees of the Student Equity Committee studied the tabulated results of each section of the document and their findings are included in a later section of this report. Several faculty members felt the document was racist which, upon close analysis, was proven not to be the case at all. Few understood the analytical possibilities as the survey was formatted, but the committee will keep it for future follow up and comparison surveys. Because of the number of "not applicable" answers and because of group meetings and discussions following the survey, a general rating of the campus appears to be from average to good regarding climate.

This section is formatted parallel to the first part of our Student Equity plan with Barriers, Activities, Responsible Parties, Funding, and Timeline. In many ways this becomes the most critical portion of the report, for as we improve climate, we will improve student success.

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SUMMARY OF RESULTS

Because of the nature of many of the questions, it was not possible to assign 'positive' or "negative' to all items on the surveys. However, it is the opinion of this observer that all three groups indicated a strongly positive perception of the campus in regard to gender and racial-ethnic equity.

* * * * *

Note: Actual frequency responses on all three surveys follow the discussion of the various general topics. The numbers following the titles refer to the pages of the three survey responses.

CHOOSING A COLLEGE (students, 1 - 2; faculty, 1 - 2; staff, 1 - 2)
The first questions asked for reasons for campus appeal to them.
The five most frequent student responses were:

The location of the campus met my needs	306
I visited and liked the campus	172
The campus had the field of study that I wanted	159
I had friends who were students here	157
My financial circumstances necessitated attending here	135

The four most frequent faculty responses were:

The location of the campus met my needs	110
I visited and liked the campus	78
I had friends and colleagues who were faculty members	77
The campus' academic reputation in my department was excellent	62

The four most frequent staff responses were:

The location of the campus met my needs	37
The campus provided opportunity for career advancement	30
The job conditions were beneficial for raising a family	30
The compensation package was attractive	22

The second question dealt with the respondent's expectations when choosing to attend or work at the campus. Combining the responses of "Very Important" and "Important," the most frequent answers were:

Students:	
Get a college degree	421
Further my career prospects	421
Increase my earning potential	389
Develop my intellectual skills	389
Gain knowledge to pursue a graduate degree	385
Faculty:	
Teach students who could benefit from my instruction	183
Teach students from the entire spectrum of racial-ethnic groups	89
Enjoy academic freedom through a structure of shared governance	86
Staff:	
Have job security	63
Earn a competitive salary	63
Serve students who could benefit from my assistance	47

(Note that only one of the most frequent responses had anything to do with gender or racial-ethnic groups.)

The third questions dealt with perceptions of the campus prior to enrolling or becoming an employee. All three surveys listed 19 pairs of opposing adjectives (i.e., "friendly-hostile") with five intervening points to circle. Assuming that the two responses closest to the "negative" adjective are negative, of the 19 items, only eight on the student, three on faculty, and three on the staff surveys were more than 10% negative. The only negative responses above 15% were:

(Students) Structured:	39.2%
(Staff) Bureaucratic:	31.5%
(Students) Bureaucratic:	31.2%
(Students) Hard:	28.0%
(Faculty) Structured:	26.4%
(Staff) Structured:	23.3%

FACULTY LIFE (faculty, 2 - 7)

These questions asked for opinions on various aspects of faculty perceptions and interactions. The first question asked for approximate hours per week spent on various activities. As might be expected, faculty spent the most hours preparing for and teaching classes and the fewest hours discussing gender, racial, or ethnic issues with students and other faculty.

Questions 2 through 12 dealt with appreciation by others of one's teaching skills; research; tenure decisions; relationships with other faculty; orientation for new faculty; types of perceived pressure; social interaction; and professional development activities. In all 60 possible "Yes/No" items the responses were overwhelmingly positive, although on the research question and on several items relating to tenure, over half of the responses were "Don't Know/Not Applicable."

Questions 14 through 20 dealt with the respondent's perceptions of other faculty members. Once again, the responses were very positive, if the "Don't Know/Not Applicable" responses were discounted.

STAFF LIFE (staff, 2 - 8)

These questions asked for opinions on various aspects of interaction and perceptions with respect to department and campuswide staff colleagues. The first questions dealt with hours per week spent on various activities. Except for handling administrative matters, fewer than 20% of the responses indicated more than eight hours per week spent on any of 12 activities.

Questions 2 through 14 dealt with appreciation by other staff members; evaluation of job performance; relationships with other staff members; orientation for new staff; types of perceived pressure; social interaction; professional development; and perceived effects of applying for another position. Again, discounting "Don't Know/Not Applicable" answers, the responses were overwhelmingly positive.

Questions 15 and 16 asked to categorize departmental staff members and supervisors by race, ethnicity, and gender.

Questions 17 through 22 dealt with the respondent's perceptions of other staff members. While most of the 56 possible responses were more than one-third "Don't Know/Not Applicable," nearly all of the "Yes/No" responses were positive.

INTERACTION WITH FACULTY (students, 2 - 4)

The first question asked for the ethnicity and gender of instructors with whom they had taken classes. Responses included:

African-American:	14%	Native American:	14%
Asian:	42%	Hispanic:	41%
White/Caucasian:	86%	Both sexes:	84%

The second question dealt with interaction with instructors. Over 88% marked "in class" and over 42% on a one-to-one basis outside of class.

The third question asked for personal attention by instructors. Over 41% received it from all, over 31% from those of other racial-ethnic groups, and over 43% from those of the opposite sex.

Questions 4 through 8 dealt with ease of interaction with instructors and with students' perception of instructors' attitudes toward certain groups of students; their needs, preparation for college work, those most fit to be on campus, and those most comfortable to teach. Of the 40 requested responses, 30 had more than a 30% "Don't Know/Not Applicable" response. Of the "Yes/No" answers, 36 of the 40 had at least a 57% positive response, and the other four were more than 50% positive.

INTERACTION WITH STUDENTS (faculty, 7 - 8; staff, 8 - 10)

Questions 1 and 2 dealt with students who were advised, mentored, or served. All items for gender and racial-ethnic groups received over 90% "Yes" responses, again discounting "Not Applicable."

Questions 3 and 4 dealt with perceptions of students most- and least-prepared for college. Both surveys had positive responses:

Most prepared:	Faculty	Staff
Unable to be classified by a particular gender	89.9%	96.0%
The entire spectrum of racial-ethnic groups	80.7%	95.4%
Unable to classify by racial-ethnic group	80.4%	71.3%
Least prepared:		
Unable to classify by gender	88.6%	87.0%
The entire spectrum of racial-ethnic groups	69.1%	78.8%
Unable to classify by racial-ethnic group	80.1%	88.9%

Questions 5, 6, and 7 of the faculty survey dealt with incorporating societal contributions and collaborating professionally with students of various groups. Of the 11 items, eight had over 90% positive responses, and the other three were over 80% "Yes."

Questions 5 through 11 of the staff survey dealt with various types of interaction with students. While most items had a "Don't Know/Not Applicable" response, the remainder of responses were overwhelmingly positive.

THE CURRICULUM (student, 4 - 5)

The six questions dealt with the teaching of relevant topics, the contributions of various groups, and the discussion of multiple viewpoints on race, ethnicity, and gender. Six possible responses were given: "Almost Always, Frequently, Sometimes, Rarely, Almost Never, and Don't Know/Not Applicable." Counting the first three as positive and not counting the sixth responses, all but four of 23 items had positive responses above 75%, two were in the 70-74% range, and two were at 49%. The lowest two concerned the reluctance about discussing multiple viewpoints on race, ethnicity, and gender.

ACADEMIC SUPPORT (students, 5 - 7)

The first seven questions dealt with academic advising, orientation programs, study groups, campus people who have assisted them, and financial aid. The response choices were "yes," "no," and "Don't Know/Not Applicable." Of the 40 possible responses, only three had "Not Applicable" responses of less than 20%, and 23 were over 30%. The first two questions dealt with academic advisement. As might be expected, the most common source was "counselors," and there was a high "Yes" response on five different types of assistance.

The questions on orientation programs yielded positive responses above 60% on all but three topics: diversity of the campus student body (52.4%), ways of interacting with people of different backgrounds (31.9%), and living arrangements (30.9%) Study groups in which they participated were most often developed by classmates (62.1%) and instructors (46.1%).

Campus people who had assisted them to reach goals were: [highest] academic counselors and advisors (75.8%) and instructors (73.3%); [lowest] special program personnel (i.e., DSPS or EOPS: 23.9%). A possible explanation for the "lowest" could have been the small number of students in the sample who had utilized those programs.

Out of the seven possible responses related to Financial Aid, five received over 50%; on another item, 43% responded "Don't Know/Not Applicable." And on the remaining item, "essential for me to attend college," the "yes/no" responses were nearly even, 172 to 174.

The other two questions in this general area dealt with receiving help: when needed and from campus tutors. Again, except for help with academic problems (21.2%), all items had a "Don't Know/Not Applicable" response of over 33%. While the responses for receiving help on personal and financial problems were negative (64%.0 and 51.8%), the other six items had better than 82% positive responses.

STUDENT LIFE (students, 7 - 8; faculty, 8; staff, 10)
The first question dealt with perceptions of the percentages of various racial-ethnic groups in the total student population. (This was also the first question on the "Campus Life" section of the faculty and staff surveys.) Again, from 25% to 40% of students, 27% to 29% of faculty, and 35% to 38% of staff did not know or would not guess on each category. Of those who indicated a percentage range, the following guessed at least a 25% share of the student body of the total student body:

	Students	Faculty	Staff
Asian	68.6%	34.3%	35.4%
Black	15.8%	2.9%	0
Hispanic	33.3%	26.7%	25.5%
Native American	16.3%	0.8%	8.5%
White	87.1%	93.4%	98.0%

The second question asked for student perceptions of the percentages of their friends who belonged to various racial-ethnic groups. Of those who answered, the following guessed that at least 25% of their friends were Asian, 32.5%; Black, 7.5%; Hispanic, 17.5%; Native American, 8.2%; White 59.2%.

Of the eight activities listed that might make students feel a part of the campus, only three elicited at least a 30% "Yes" response:

Specific campus areas serve as a "comfort zone" for me;
Students from a variety of racial-ethnic groups interact well;
My language and dress "fit in."

The others received fewer than 15% positive responses.

95 On questions 4 and 5, students reported discussing topics relating to race, ethnicity, or women's issues with between 34.4% 96
and 49.4% of various groups.

On question 6, students reported interaction on campus with students from other racial-ethnic groups through classes (94.1%) and study groups (67.2%). All other situations were below 50%.

Questions 7 and 8 dealt with participation in campus student organizations and with pressure by students of the same racial-ethnic group. On question 7, all four items received a "No Opinion" response exceeding 56%; on question 8, the combined "Almost Never" and "No Opinion" exceeded 73%. These could be interpreted as questions of importance to relatively few students.

CAMPUS LIFE (students, 8 - 11; faculty, 8 - 12; staff, 10 -14)
Questions 2, 3, and 4 of the faculty and staff surveys dealt with perceptions of the various racial-ethnic groups represented in the faculty and staff.

Questions 1 and 2 on the student survey and 5 and 6 on the faculty and staff surveys dealt with polite and rude treatment by various groups.

On the "treated politely" question, the student survey gave highest marks to "both male and female students" (90.8%) and "instructors" (88.9%). The lowest student marks were "non-teaching personnel from specific offices" (74.4%) and "tutors" (79.4%). On the faculty survey seven of the 11 responses were above 96% "Yes", and the lowest was 83.2%. On the staff survey all responses were above 80% "Yes".

On the "treated rudely" question, there was a high incidence of "Don't Know/Not Applicable" response to all items. Of the "Yes/No" responses, the highest "Yes" on the student survey was "students of other racial-ethnic groups (30.4%); all other responses were below 25% "Yes." On the faculty survey the highest "Yes" response was "students" (35.2%); all other "Yes" responses were below 25%. On the staff survey the highest "Yes" responses were "faculty" (53.5%) and "students" (51.1%); all other "Yes" responses were 40% or below.

The next question dealt with positive or negative portrayal of various groups in campus events. Discounting "Don't Know/Not Applicable" responses ranging from 28% to 57%, the highest positive responses were:

	Students	Faculty	Staff
Specific racial-ethnic groups	70.1%	93.0%	91.3%
Women in general	61.4%	90.9%	90.9%

The highest negative responses were:

Specific racial-ethnic groups	39.8%	32.0%	31.7%
Men in general	25.9%	22.1%	-
Women in general	-	-	15.4%

The next question dealt with the initiation of racist behavior by various groups. Discounting the "Don't Know/Not Applicable" responses ranging from 36% to 49%, the highest "Yes" responses were:

	Students	Faculty	Staff
Students of other racial-ethnic groups	56.8%	41.7%	41.9%
Students of my racial-ethnic group	44.1%	41.1%	37.2%
People from the surrounding community	40.3%	42.5%	31.6%

The next question dealt with the initiation of sexist behavior. Discounting the high incidence of "Don't Know/Not Applicable" responses, the highest "Yes" responses were:

(Students: "students of the opposite sex" - 36.5%; all others were under 29%)
(Faculty: "faculty of the opposite sex" - 40.2%; all other were under 32%)
(Staff: "staff members or administrators of my racial-ethnic group" - 39.1%; all others were under 30%.)

The next question dealt with things seen on campus in the library, in textbooks, art work, and negative graffiti about women and racial-ethnic groups. All items except one had strong positive response. The one item, "negative graffiti about certain racial-ethnic groups," had "Yes" responses of 41.8% from students, 45.8% from faculty, and 57.1% from staff.

The next two questions concerned participation in campus activities that increased the respondent's sensitivity to other racial-ethnic groups and to women's issues. For racial-ethnic groups the highest responses were:

	Students	Faculty	Staff
Courses	65.4%	-	-
Reading books	64.4%	84.3%	-
Informal discussions with others	-	90.0%	-
Special events	-	-	76.5%
Plays or movies	-	-	75.5%

For women's issues the highest responses were:

Reading books	59.5%	77.1%	-
Lectures	55.2%	-	-
Informal discussions with others	-	80.1%	74.5%
Conferences and workshops	-	-	62.5%

The remaining six questions on this general topic asked for one of six responses on each item, ranging from "Almost Always" to "Not Applicable/No Opinion." Discounting the sixth choice (which on most items exceeded 50%), only three of the 26 items on the three surveys had over a 50% negative response. One dealt with campus media materials increasing understanding of individuals based on whether they met specific admissions requirements (53.1% faculty and 54.8% staff) Regarding two questions on the student survey on stereotypes in campus media, academic preparation for college (51.7%); and race or ethnicity (50.2%). On the two questions dealing with campus media, the faculty had higher positive responses than the other two responding groups, but all three were generally positive.

The question on campus police/security forces had very high ratings from all three responding groups, especially on the "assisting all students" item (83.3%, 98.1%, and 98.5% respectively.)

On the three questions dealing with discrimination, all items were answered positively on all three surveys. On the student survey the lowest positive scores were on discrimination by other students (52.0%) and by people of other racial-ethnic groups (55.2%). On the faculty survey the lowest positive responses were by people of the opposite sex (68.0%) and by other faculty (69.0%). On the staff survey the lowest positive scores were by people of the opposite sex (56.8%) and by other staff members or administrators (66.7%).

CAMPUS ADMINISTRATIVE LEADERSHIP (faculty, 12 - 15; staff, 14 - 17)
The first five questions for faculty and the first six for staff asked for one of six responses ranging from "Almost Always" to "Not Applicable/No Opinion."

The first questions dealt with perceptions of the actions of administrators in 12 areas. On both surveys there were over 90% positive responses to eight of the 12 items, and the only items with lower than 80% positive answers dealt with resentment of efforts to develop an inclusive student body, faculty, or staff; these responses ranged from 67% to 73% positive.

The second question dealt with administrators providing leadership on a variety of issues. The only items for faculty that had a positive response below 75% were "quality of public service" (74.3%), "campus life for faculty" (68.6%), and "quality of research" (63.3%). All items on the staff survey received positive responses above 75%.

The third question dealt with perceptions of high priorities for administrators. All responses on the faculty survey were above 80% positive, and the only one below 80% on the staff survey was "increase the number of women students" (65%).

The fourth question dealt with the provision of resources to achieve progress in various areas. On the faculty survey the lowest positive response was "the quality of research" (59.5); the highest was "the education of all students" (86.6%). On the staff survey the lowest was "the quality of public service" (75.0%); the highest was "the quality of teaching" (89.4%).

The fifth question dealt with perceptions of responses of administrators to concerns of certain groups. On both surveys the highest positive responses were to "faculty (or staff) from the entire spectrum of racial-ethnic groups" (89.5% and 84.9%).

The sixth question on the staff survey dealt with general perceptions of administrators. The item with the lowest positive response was "regard support staff as professionals" (68.4%).

The last four questions dealt with administrative response to discrimination and campus policies on conduct and discrimination. "Yes," "No," or "Don't Know/Not Applicable" responses were requested. All items had over 50% of the last response. Two questions dealt with administrative response to blatant and subtle discrimination. The lowest positive responses were to "limiting damage to the campus' reputation only;" the highest were to "reaffirming the values and mores of the campus."

The last two questions dealt with campus policies on conduct and discrimination. The highest positive scores were "enforced when violations occur" and "codified, including sanctions for violations." The lowest scores were for "established on an ad hoc basis."

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THE SURROUNDING COMMUNITY (students, 13 -15; faculty, 16 - 18; staff, 19 -21)

The first four questions dealt with the respondent's level of satisfaction in areas of personal progress, in various aspects of the campus, and in opportunities available for the respondent and for campus faculty and staff. For most items six or seven choices ranging from "Very Satisfied" to "Does Not Apply/No Opinion" were available.

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SATISFACTION WITH THE CAMPUS

The first question dealt with satisfaction with personal progress. Of the 15 student items, 11 faculty items, and 12 staff items only one student, two faculty, and one staff item received positive responses below 80%.

Student: "Learning of women's contributions to knowledge" (79.3%)
Faculty: "Pursuing research interests collaboratively with other faculty" (77.7%) and
"Obtaining financial support to prsue my research interests" (44.0%)
Staff: "Earning a competitive salary" (78.1%)

The second question dealt with various aspects of the campus. On the student survey the lowest positive response was "Student Life (74.2%); all others were above 75%. On the faculty survey the lowest was "Campus Administrative Leadership (72.2%); all others were above 80%. On the staff survey the lowest was also "Campus Administrative Leadership" (67.2%); all others were above 70%.

The third question dealt with opportunities for the respondent to deal with issues of equity. The lowest positive responses were for receiving campus assistance when being discriminated against: students - 70.5%; faculty - 74.6%. All other responses were above 77%.

The fourth questions dealt with opportunities for the three groups to handle equity issues. The only response below 75% was on the staff survey: "be evaluated on the basis of the help they give to students from various racial-ethnic groups" (63.6%)

Questions 5 and 6 dealt with feelings and perceptions about the campus since enrolling or being employed, using pairs of opposing adjectives respondents were asked to circle the "x" closest to their feelings. Of the 19 pairs of adjectives describing perceptions of the campus, the student survey had negative responses above 10% on eight pairs and three above 15% ("Structured," 34.8%; "Bureaucratic," 27.0%; and "Hard," 23.2%). The faculty survey had five responses above 10% and two above 15% ("Bureaucratic,"48.4%; and "Structured," 33.2%). The staff survey also had five responses above 10% and the same two above 15% ("Bureaucratic," 42.5%; and "Structured," 26.1%).

The last question dealt with how the respondents felt they were viewed on the campus. Of the ten pairs of adjectives, only one received more than 10% negative responses on each survey ("Tolerated on campus," students - 30.8% and faculty - 11.7%; and "Discouraged," Staff - 10.9%).

ATTITUDES (students, 15 - 17; faculty, 18 - 20; staff, 21 - 26)
All three surveys had questions dealing with preferences for serving or being served with various groups, with special programs and policies, and with campus priorities. Questions on one or two surveys included general education courses, achieving greater equity in staffing, and with obstacles to achieving gender and racial-ethnic balances on the campus. All questions used a six-choice response from "Strongly Agree" to "Does Not Apply/No Opinion."

The first question concerned preferences of taking classes, teaching classes, or serving various categories of students or instructors. The students preferred "instructors knowledgeable about the class subject" (99%) and "good teacher" (97.7%). When instructors were categorized by groups, fewer than 25% of the responses either agreed or disagreed. Likewise the faculty and staff preferred students who were well-motivated (98.9% and 85.4%), academically well-prepared (97.0% and 79.5%), and in need of assistance to succeed in college (89.9% and 92.1%). All others had fewer than 30% "Agree/Disagree" responses.

The student and faculty surveys asked for information that should be included in all general education courses. Positive responses varied from "multiple viewpoints on a particular topic" (91.5% and 96.4%) to "related specifically to women" (65.7% and 61.2%). The staff survey suggested effective ways to meet student needs. The item "have all departments responsible for serving all students" had 88.7% positive response. Three suggestions for creating separate departments to meet unique needs of various groups had positive responses well below 50%.

All three surveys included a question on attitudes towards special programs and policies. On all three the highest positive responses were:

	Students	Faculty	Staff
Help to create a positive campus environment	81.8%	73.4%	80.5%
Provide educational opportunities for students who have the potential for college but do not meet specific admissions requirements	77.8%	87.8%	85.7%
Enhance the quality of the student body	74.9%	79.2%	81.6%
The lowest positive response was:			
Lead to resentment among faculty members	40.9%	29.8%	45.2%

On the questions dealing with preferences of high campus priorities, the highest on the student survey was "academic quality be maintained" (96.5%). Of the other three items, the lowest positive response was "goals be met with respect to the recruitment of students from a variety of racial-ethnic groups" (85.0%).

On the faculty and staff surveys, two questions dealt with high campus priorities; one was concerned with hiring faculty or staff and one with personal priorities of the respondents. The highest positive responses for the first were "selecting the most qualified regardless of racial-ethnic groups" (95.8% and 93.3%) and "selecting those who are qualified and sensitive to students from the entire spectrum of racial-ethnic groups" (94.2% and 99+%). On both faculty and staff surveys the lowest positive response was "enhancing the prestige of the campus" (55.3% and 34.3%). On the next question, personal priorities, the highest positive responses were "interact with students and personnel from the entire spectrum of racial-ethnic groups" (97.5% and 96.6%) and "maintenance of academic quality and recruitment of students from the entire spectrum of racial-ethnic groups" (83.6% and 99+%). Another item appearing only on the staff survey, "have support in serving students," received a 99+% positive response.

Two questions appeared on the student and staff survey that dealt with obstacles to achieving gender and racial-ethnic balance on the campus. On the student survey fewer than 30% expressed either an "Agree" or "Disagree" opinion on any item, and the positive responses ranged from 39.7% to 63.4%, with most between 44% and 55%. On the staff survey only three items had either an "Agree" or "Disagree" opinion above 50%, and only two had a positive response above 33%; these were below 50% of total responses.

The staff survey included two questions dealing with achieving greater equity on the staff with respect to women and to traditionally underrepresented racial-ethnic groups. On 19 of the 20 items, the "Agree/Disagree" responses totaled fewer than 50% of the respondents; the 20th item, reconceptualizing the definition of "qualified" when making hiring and promotional decisions" had 39 responses with 20 positive (51.2%) and 19 negative.

The staff survey included a question on priorities for enhancing support of groups of students. "All students" received a 99+% positive response, and "retention of all students" scored 98.0%. The lowest positive responses were for "recruitment of students from specific racial-ethnic groups" (53.5%) and "recruitment of women students" (56.4%).

The staff survey included a question on attitudes towards programs for groups traditionally underrepresented in higher education. Only two items received an "Agree/Disagree" response above 50%: "effective educationally" (91.9%) and "critical to the institution's mission" (80.0% positive).

The last attitude question on the staff survey asked for level of agreement with 14 statements about the campus. Only five had a total response above 50%, and all of these had a positive response of at least 84%. The lowest positive response among the other nine items was "diversity of the administration" (71.0%).

DEMOGRAPHIC BACKGROUND (students, 17 - 19; faculty, 20 - 21; staff, 26 - 27)

The first question on all survey asked respondents to identify their racial-ethnic backgrounds, checking all that applied. Of the 13 categories the most frequently noted were:

	Student	Faculty	Staff
White/Caucasian, including Middle Eastern	209	162	53
Other Asian, excluding Middle Eastern	58	2	5
Mexican-American/Chicano	43	8	4
Chinese/Chinese-American	24	6	-
Filipino/Pilipino/Filipino-American	29	-	-
(No answer)	52	20	3

American Indian/Native American was listed by 7, 7, and 5 respectively, with eight different tribes noted. Black/African/African-American was listed by 9, 5, and 2 respectively.

Sex or Gender		Student	Faculty	Staff
Female	276	100	49	
Male	179	107	19	
(no answer)		44	16	5

Twelve questions were listed on the student survey only.

1. The first asked for the highest educational level attained by each parent. According to the tabulator, there seemed to be some confusion; therefore, the results may not be valid.
2. The second question asked for the respondent's primary language. Discounting 52 "no answers," English ranked first with 340 (76.1%). Vietnamese was second with 44 (9.8%). Eleven other languages were listed. In terms of serving large ethnic minorities, it may be noted that only 14 listed Spanish.
3. Two questions asked about living situations. The most frequent responses on both questions were "with my parent(s) or relative(s)."
4. On the questions of respondent's age, of the 448 who answered, 111 (24.8%) were over 25 years of age.
5. Asked for semester of enrollment, 132 (29.7%) indicated fifth or greater numbers of semesters.

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6. Of the 444 responding students, 251 (56.5%) were enrolled in at least 12 units.
7. Asked for hours working per week, 232 (46.5%) indicated more than 20 hours.
8. Students listed 60 different majors or intended fields of study. The most frequent responses were Business (60), Undecided (32), Psychology (27), and Nursing (26). All others were noted fewer than 20 times.
9. One hundred forty-eight students indicated attendance at other colleges and universities, and 55 different institutions were listed, including Cerritos (71); CSU Fullerton and CSU Long Beach (12 each); and Fullerton College (10). All others were listed fewer than ten times.
10. The most common educational goal was Bachelor's Degree (200), followed by Associate's Degree (152 and Master's Degree (143).
11. Participation in campus organizations, teams, or clubs received 177 responses, including multiples. Athletic teams were most frequent (34).

Five questions appeared only on the faculty survey.

1. The first question concerned academic rank, which probably is not relevant to a community college.
2. The next question asked for percentage of time spent in various activities. As might be expected, "teaching" received by far the largest response.
3. Forty-nine (22.0%) of the responding faculty have spent more than 20 years on the Cypress campus. Another 47 (21.1%) have been here between 11 and 20 years.
4. Eighteen different academic departments, including all nine divisions, were listed.
5. Of the 210 who indicated work status, two-thirds were full-time and one-third were part-time.

Five questions appeared only on the staff survey.

1. Most of the respondents worked as support staff; four listed "administrator" and six "manager."
2. Asked for approximate percentage of time devoted to various activities, approximately half of the respondents indicated at least 40% devoted to enrolled students; no other group has as much as 15% of the respondents devoting that much time to them.
3. Six respondents have spent over 20 years on the campus; 23 others have been at Cypress between 11 and 20 years.
4. Twenty-one different departments were listed, with none having as many as eight in one department.
5. Full-time workers were 63, with six part-time and four no answers.

One final note: according to the tabulator, there were 480 variables on the student survey, 520 on the faculty survey, and 655 on the staff survey. "It is this observer's opinion that questionnaires of these lengths are too long when asking for respondent's opinions."

Elbert Bales, Researcher
August, 1994

CAMPUS CLIMATE STUDENT RESPONSES

As can be seen in the summary of the Campus Climate Survey, students react very positively to the academic quality of Cypress College. Students are concerned that all precautions be taken to ensure that the continued excellence of instruction is maintained and that the college continue to develop multicultural courses and promote multiculturalism throughout the entire college curriculum.

Although the student population seemed to be generally pleased with the climate and attitude of staff, faculty, and administration, there are concerns regarding graffiti, offensive slurs, and student-to-student, faculty-to-student, and staff-to-student racial-ethnic intolerance. Although this behavior is not pervasive, the goal of this campus is to eliminate discomfort in all areas of our campus by continued workshops, colloquia, and the distribution of educational materials regarding tolerance and sensitivity.

An additional student concern was that of increased need for racial/ethnic role models among the staff and faculty. Even though facing a cutback in hiring, Affirmative Action will continue on this campus, and internships/future-teacher mentoring is being investigated as an alternative to our inability to hire full-time faculty.

STUDENT EQUITY PLAN DEVELOPMENT

WORKSHEET

Student Equity Area: STUDENT SURVEY RESPONSES

BARRIERS	ACTIVITY (Indicate exists, enhance, or new)	PERSON/GROUP RESPONSIBLE	FUNDING SOURCE	TIME LINE
Need to portray racial-ethnic groups in a more positive light.	Employ professionals and student workers from all racial-ethnic backgrounds so that the campus community will gain a greater appreciation and respect for their intellectual ability and character.	Faculty Staff Students	EOPS Funds VATEA Funds General Funds	On-going
	Formally, recognize the successes of racial-ethnic students. Publicize the success of educationally disadvantaged students from various racial-ethnic groups who have been the recipients of special services.	Executive Vice President SEDC/EOPS Public Information Officer	SEDC/EOPS General Funds	On-going
Racist behavior	Include racial-ethnic relations in the college orientation process.	Counselors	General Funds	On-going
	Invite the campus and community to attend activities and forums focused on bettering racial-ethnic relations.	President Deans Affirmative Action Officer	General Funds	On-going
	Encourage the campus to develop measurable behavior objectives to combat racist activities.	Affirmative Action Officer President Faculty Staff	General Funds	On-going
Negative graffiti about certain ethnic groups.	Outline procedures for reporting incidence to appropriate office in student handbook and orientations.	Faculty Staff Students	EOPS Funds VATEA Funds General Funds	On-going

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Student Equity Area: STUDENT SURVEY RESPONSES

BARRIERS	ACTIVITY (Indicate exists, enhance, or new)	PERSON/GROUP RESPONSIBLE	FUNDING SOURCE	TIME LINE
	Arrange for immediate removal.	Maintenance		
	Provide platform where students may voice their concerns regarding incidence.	Executive Vice President SEDC/EOPS Public Information Officer	SEDC/EOPS Funds General Funds	On-going
	Establish environment of "zero tolerance" for graffiti or any other such form of vandalism.			
Lack of information/communication provided to prospective students.	Expand "Connections" workshops to include all segments of campus personnel, including student workers.	Executive Vice President	Staff Development	Fall 1995
	Develop better public relations through rewarding progress in that area.	Public Information Office SEDC/EOPS Executive Vice President	General Funds Staff Development Student Activities	Fall 1995
Lack of tolerance towards racial-ethnic groups.	Expand and develop additional workshops and learning opportunities to combat intolerant attitudes.	Multicultural Committee Staff Development Student Activities SEDC/EOPS	Multicultural Committee Staff Development Student Activities SEDC/EOPS	Fall 1995
	Continue to encourage students to work in programs where tolerance is learned through mutual support related to their educational endeavors.	Multicultural Committee Staff Development Student Activities SEDC/EOPS	General Funds Multicultural Committee Staff Development Student Activities SEDC/EOPS	On-going
Under-representation of racial-ethnic faculty.	Encourage departments to develop internship programs that would result in providing experience to racial-ethnic interns resulting in helping the college meet its Affirmative Action mission.	President Affirmative Action Office District Affirmative Action Office	Staff Development Diversity Funds General Funds	Fall 1995

Student Equity Area: STUDENT SURVEY RESPONSES

BARRIERS	ACTIVITY *(Indicate exists, enhance, or new)*	PERSON/GROUP RESPONSIBLE	FUNDING SOURCE	TIME LINE
	Encourage graduate programs at local universities to provide tours of Cypress College so their racial-ethnic students can view the campus & learn about employment opportunities at Cypress College.	President Cypress College Deans Deans of four-year schools	Staff Development General Funds Diversity Funds	Fall 1995
Lack of opportunities for interaction with faculty outside the classroom.	Re-establish the Cypress College "College Hour" when no courses are in session, permitting greater interaction among faculty and students.	President's Cabinet	N/A	Spring 1996
	Build Faculty/Student Center	President's Office Maintenance & Operations Master Plan	Student Fees Student Activities State Construction Funds Fund Raising	1997-98
	Encourage faculty/student interaction through faculty club advisors.	Faculty Student Activities	N/A	On-going
Lack of large scale participation in activities that increase student's sensitivity to racial-ethnic groups.	Cultural-pluralism graduation requirement.	Counseling Records Office Academic Departments	General Funds	Fall 1995
	Encourage/require (for extra credit) student attendance at various lectures, workshops, concerts, etc., sponsored by groups on campus.	Multicultural Committee Faculty Student Activities	General Funds	
	Establish "College Hour" when no course is in session for greater interaction opportunities.	President's Cabinet	N/A	
High priority should be given to maintaining academic quality.	IQA and Program Review	Curriculum Committee Planning Council		On-going

Student Equity Area: STUDENT SURVEY RESPONSES

BARRIERS	ACTIVITY *(Indicate exists, enhance, or new)*	PERSON/GROUP RESPONSIBLE	FUNDING SOURCE	TIME LINE
A need for campus activities related to social interaction and diversity.	Promote multicultural activities and workshops.	Multicultural Committee	Multicultural Funds General Funds Student Activities Diversity Funds	Spring 1995
Student interaction on campus rarely occurs outside of the classroom.	Promote campus activities that occur outside of class time.	Student Activities	AS Funds General Funds	Spring 1995
	A possible return of the "College Hour".	President's Cabinet		Fall 1995
Lack of tolerance among various social styles.	Through multi-cultural workshops, promote awareness activities that encourage understanding and appreciation for life styles and behaviors unique to specific racial-ethnic groups.	Multicultural Committee	General Funds	Fall 1995
Lack of student participation in the surrounding community.	Develop a resource book to inform students of the social, recreational, and employment opportunities in the community.	Public Information Officer Student Activities	General Funds	Fall 1995
	Encourage community leaders to visit the campus to orient students with respect to services, employment, and other opportunities available to support their educational endeavors and development.	President Executive Vice President Public Information Officer Student Activities Department Heads	General Funds	On-going

CAMPUS CLIMATE FACULTY RESPONSES

The primary concern of the subcommittee on Faculty Barriers was the number of "not applicable" and the ignorance of colleagues' ethnicity. By analyzing the number of "N/A's" it became very clear that there were needs for staff development workshops in multiculturalism for the faculty at Cypress College. In addition, there are misconceptions about educational responsibilities regarding our changing demographics and reluctance to participate in activities stressing new teaching methodologies.

The campus Administration, Senate, and Staff Development are making concerted efforts to promote workshops and colloquia dealing with multiculturalism and teaching/learning methodologies. Efforts have increased to purchase materials for our Library that relate to changing demographics, and our Multicultural Committee has representation from all campus constituencies actively involved in the education and promotion of diversity and multiculturalism. With the continued aid of Staff Development and Affirmative Action programs, the faculty of Cypress College will become vitally responsive to Student Equity.

STUDENT EQUITY PLAN DEVELOPMENT

WORKSHEET

Student Equity Area: FACULTY SURVEY RESPONSES

BARRIERS/NEEDS	ACTIVITY (Indicate exists, enhance, or new)	PERSON/GROUP RESPONSIBLE	FUNDING SOURCE	TIME LINE
Lack of communication regarding professional development activities.	Increase distribution of materials. Deans should meet with all adjunct faculty and apprise them of professional development activities. Greater attention to be paid to flex contracts - equity acts.	Staff Development Division Deans Academic Senate	General Funds Staff Development VATEA Categorical	1995-96
Predominately white faculty unaware of their hidden prejudices.	Sensitivity training regarding diversity. (ongoing)	Orange County Human Resources Chancellor President Professional Groups	General Funds Staff Development VATEA Categorical	1994-95
Faculty unaware of the possibility of incorporation of equity values within subject areas.	Flex activities on specific subject discipline areas. Communicate with other institutions.	Staff Development Academic Senate Interested Instructors	General Funds Staff Development VATEA Categorical	1995-96
Lack of interest in colleagues leading to lack of interest in Affirmative Action.	Opening Day - faculty meets faculty Affirmative Action Programs (ongoing)	Staff Development President	General Funds Staff Development VATEA Categorical	1995-96
Lack of integration of multicultural issues into campus committee structure.	Move Multicultural Studies Committee under direction of Office of Instruction.	Office of Instruction	General Funds Staff Development VATEA Categorical	1995-96

CAMPUS CLIMATE STAFF RESPONSES

Interaction between faculty, administrators, staff, and students is the focus of the Staff Response section of the Campus Climate Assessment Survey. Staff responses are overwhelmingly positive in most job related areas. Responding staff indicate satisfaction with work environment, facilities, colleagues, and students. Staff feel appreciated by other staff members. They feel they help to create a positive campus environment and enhance the quality of the student body.

Areas which staff members would like to see expanded are: administrative encouragement to take reassigned time to interact and network with staff from other departments and to participate in campus activities and on-campus committees.

STUDENT EQUITY PLAN DEVELOPMENT

WORKSHEET

Student Equity Area: STAFF SURVEY RESPONSES

BARRIERS/NEEDS	ACTIVITY (Indicate exists, enhance, or new)	PERSON/GROUP RESPONSIBLE	FUNDING SOURCE	TIME LINE
Need for release time for classified staff to interact and to network with staff from other departments	Administrators should encourage staff under their supervision to visit other departments and vice versa for mutual exchange of ideas and understanding of functions of the various campus departments.	President Executive Vice President Deans Managers	Staff Development Funds General Funds	Ongoing
Need for release time for classified staff to participate in campus activities.	Administrators who directly supervise should encourage staff to participate in campus activities, even on a rotating basis.	Deans Managers	Staff Development Funds General Funds	Ongoing
Need for release time for classified staff to participate on campus committees.	Administrators should encourage staff under their supervision to participate on campus committees, even on a rotating basis.	President Executive Vice President Deans Managers	General Funds	Ongoing

Responsible Persons/Groups for Evaluation of Student Equity Progress

Access

Counseling Staff
Counselor, EOPS
Director, EOPS
Director, Financial Aid
DSPS Staff
Executive Vice President
MIS
Outreach Coordinator, EOPS

Course Completion

Academic Senate
Associated Students
Faculty
Job Placement
Math Learning Center
Matriculation
MIS
Multicultural Committee
Student Educational Development Center

Degree and Certificate Completion

Articulation Officer
Counseling
Curriculum Committee
Dean, Admissions & Records
EOPS
MIS
Transfer Center
Vice President, Instruction

ESL and Basic Skills

Administration
Admissions & Records
Associated Students
Counseling
ESL Department
Faculty
MIS
SEDC/EOPS

Transfer

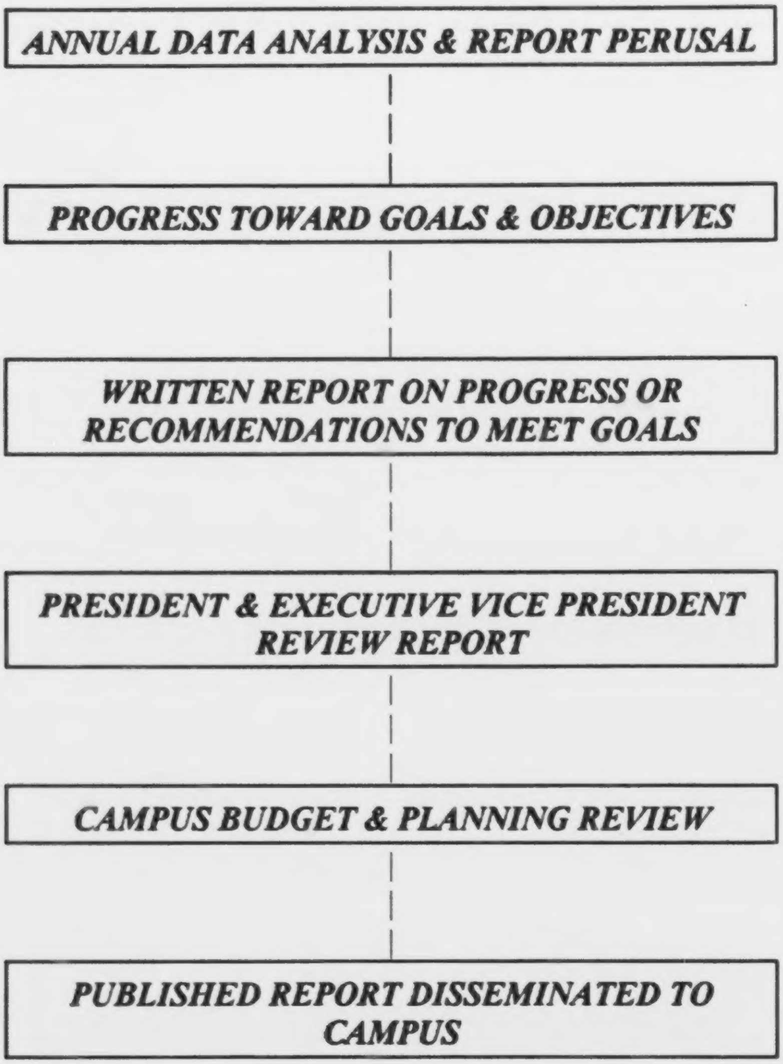
Articulation Officer
Counselors
Dean, Admissions & Records
Division Deans

The individuals listed on page 64 as responsible for evaluation will meet in early fall of each year to assess the progress made toward each listed goal and objective. This meeting will be convened as soon as possible after the data related to previous year enrollments, course completion, curriculum, committee action, degree and certificate completion, and ESL/Basic Skill completion have been summarized and distributed by the District Management Information System. These individuals will compile a summary report related to the progress toward the goals and objectives and submit that report to the College President and the Executive Vice President before the completion of fall term. If goals and objectives for the specified year have not been met, the individuals involved in the evaluation process will make recommendations to address the need. The reports, after review by the President, Executive Vice President, and the campus Budget and Planning Committee, will be disseminated to interested parties on campus.

Methodologies used for evaluating will include, but not be limited to:

- Data analysis related to
  -enrollment by ethnicity
  -successful course completion
  -transfers by ethnicity
  -degrees awarded and certificates completed by ethnicity
- Matriculation/orientation reports and data
- Reports of all programs related to support for underrepresented students, such as those listed in Appendix C
- Participation reports for Staff Development activities related to meeting needs of underrepresented students
- Curriculum Committee actions related to course standards and rigor
- Interim Accreditation Report

The annual review model described above can be graphically depicted as:


ANNUAL DATA ANALYSIS & REPORT PERUSAL
PROGRESS TOWARD GOALS & OBJECTIVES
WRITTEN REPORT ON PROGRESS OR RECOMMENDATIONS TO MEET GOALS
PRESIDENT & EXECUTIVE VICE PRESIDENT REVIEW REPORT
CAMPUS BUDGET & PLANNING REVIEW
PUBLISHED REPORT DISSEMINATED TO CAMPUS

Appendix A

September Board of Governor's Agenda Item

Subchapter 4 (commencing with Section 54220) is added to Division 6 of Title 5 of the California Code of Regulations to read:

Subchapter 4. Student Equity

54220. Student Equity Plans.

(a) In order to promote student success for all students, the governing board of each community college district shall adopt, by July 1, 1994, a student equity plan which includes for each college in the district:

(1) Campus-based research as to the extent of student equity and as to institutional barriers to equity in order to provide a basis for the development of goals and the determination of what activities are most likely to be effective:

(2) Goals for access, retention, degree and certificate completion, ESL and basic skills completion, and transfer; for each of the historically under-represented groups as appropriate:

(3) Implementation activities designed to attain the goals, including a means of coordinating existing student equity related programs:

(4) Sources of funds for the activities in the plan:

(5) Schedule and process for evaluation: and

(6) An executive summary that includes, at a minimum, the groups for whom goals have been set, the goals, the initiatives that the college or district will undertake to achieve these goals, the resources that have been budgeted for that purpose, and the district official to contact for further information.

(b) These plans should be developed with the active involvement of all groups on campus as required by law, and with the involvement of appropriate people from the community who can articulate the perspective and concerns of the historically under-represented groups.

(c) The board-adopted plan shall be submitted to the Office of the Chancellor, which shall publish all executive summaries, sending copies to every college and district, the chair of each consultation group that so requests, and such additional individuals and organizations as deemed appropriate.

(d) Definitions. For purposes of this section the following definitions will apply:

(1) Historically Under-represented Group. "Historically under-represented group" means any group for which the percentage of persons from the group who enroll and complete their educational goals is now, and historically has been, significantly lower than the percentage that members of that group represent in the adult population of the state. The Board of Governors has determined that, on a statewide basis, ethnic minorities, women, and persons with disabilities are historically under-represented groups.

(2) Ethnic Minorities. "Ethnic minorities" means American Indians or Alaskan natives, Asians or Pacific Islanders, Black and Hispanics. A person shall be included in the group with which he or she identifies as his or her groups, but may be counted in only one ethnic group. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.

NOTE: Authority cited: Section 70901, Education Code Reference: Sections 66010.2, 66012.7, 66030, and 70901, Education Code.

APPENDIX B

CYPRESS COLLEGE
STUDENT EQUITY COMMITTEE

ADMINISTRATION

Fred Calhoun	*Director, SEDC/EOPS*
Sherrill Amador	*Vice President, Instruction*
Larry Mercadante	*Vice President, Student Development Services*
Michael Kasler	*Dean, Business/Computer Information Systems*
Diane Henry	*Dean, Physical Education*
Patricia Stanley	*Executive Vice President*

FACULTY

Kaleta Brown	*President, Academic Senate*
Dana Brown-Klein	*Health Science*
Cy Edwards	*Social Science*
Trish Geddes	*Chair, Multicultural Committee*
John Lehman	*Language Arts*
Dulce Noor	*Adult Education*
Cindy Owens	*Counseling Division*
Eldon Young	*Language Arts*

CLASSIFIED

Jackie Ha	*Financial Aid*
Maria Lee	*SEDC*
Hortensia Modregon	*EOPS*
Cindy Sands	*Admissions and Records*

STUDENT

Cynthia Bui	*Associated Student Body, Student*
Andrea Fuhrmann	*Disabled Student Programs and Services, Student*
Aaron Hatch	*Associated Student Body, Student*
Morris Solorzano	*Associated Student Body, Student*

COMMUNITY

Olga Flournoy	*Community Activist*
Raul Medrano	*Minority Business Development Project*

ALUMNI

Leo Perez	*University of Southern California, Student*

CAMPUS ASSESSMENT OF PROGRAMS

Programs that Foster Student Equity

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Access and Student Support

Admissions & Records

The office of Admissions and Records is involved in almost every aspect of a student's association with Cypress College, beginning with student inquiries concerning admissions and culminating with the student's graduation. The office is responsible for processing all domestic and foreign undergraduate applications for admission and re-admission; maintaining all academic records; performing evaluation of transfer units; carrying out on-line computer registration processes, and handling student requests with regard to verification, transcripts, and other specific requirements.

A brief menu of services includes: address changes, admissions applications, advanced high school placement, degree application, disqualifications, grade point average (G.P.A.) verification, name changes, petitions, program changes, re-admission, residence requirements, transcript requests, veterans' affairs, and withdrawal from college.

Adult Re-entry

The Adult Re-entry Program provides an opportunity to expand views and increase personal, academic, and vocational self-fulfillment in a supportive environment. The program is a service of the Career Planning Center and is located in the Humanities Building, room 248. If a student is returning to school after being away for a time, the program can help make the transition easier.

The Re-entry Program offers
- Counseling—career, academic, personal;
- Community and campus resources—information regarding registration, child care, special classes, tutorial assistance, financial resources and much more;
- Support groups, exploration of issues, companionship and support;
- Workshops;
- Information on traditional and traditional careers;
- Assistance with registration and orientation.

Adult Re-entry works in conjunction with career planning.

EOPS

The Extended Opportunity Programs and Services (EOPS) are designed to assist low-income and educationally disadvantaged students enroll and succeed in higher education. The staff of EOPS is composed of professionals and students who have received special training in providing assistance. EOPS provides assistance to qualified students in the following areas:

Outreach, Recruitment and College Orientation
Services include registration assistance, college information, and referrals.

Counseling
Types of counseling available include academic vocational career, personal, retention, and transfer.

Instructional Support Services
These include tutoring, basic skills instruction, and personal development instruction.

Financial Assistance (to qualified students)
Kinds of assistance include grants, Work Study employment, and internships.

Special Activities
Among the activities offered are cultural awareness events, the Mentorship Program, and social events.

Educational Equipment/Material Usage
Students have access to typewriters, computers, computerized instructional programs, video players and cassette records, video instructional tapes, and other equipment.

EOPS is located in Tech. Ed II, room 213.

General Student Support

Assessment Center

Cypress College assists students in the planning of their academic future by the assessment of:

English reading and grammar skills;
English as a Second Language listening and reading skills;
Math level from elementary algebra to calculus and analytical geometry;
Student college profile.

Assessment is located on the second floor of the Technical Education II building.

Matriculation

Matriculation is a process bringing a first-time student and the college into a partnership for the purpose of reaching the student's goal. The college has a responsibility to provide the student with the following services needed for a successful partnership.

Student Rights

All matriculated students have the right to challenge or appeal any step in the matriculation process including:

Enrolling in any class for which you meet necessary prerequisites;
Challenging course placement decision;
Requesting a waiver of prerequisites for a course, if it is offered, not validated, or the student is able to demonstrate previous knowledge;
Filing a complaint of discrimination if prerequisites are being applied in a prejudicial manner.

Career Planning

Career Planning Center

The Career Planning Center is an occupational and educational library where the student can find information on occupations, salaries, labor trends, future projections, training programs, college majors, transfer to four-year colleges, and the four-year colleges themselves.

The Career Planning Center offers:

Individual, personal career counseling appointments;
Computerized career and college information;
Books, pamphlets, and briefs on occupations;
Inventories/tests of interests, values, and personality;
Labor market projections;
College and university catalogs;
Job search information; resumes, interviewing, companies;
Information on entrepreneurship;
Magazines, newsletters, videos on career-related topics;
Books on personal development/crisis/change/support.

The Career Planning Center is located on the second floor of the Humanities Building, room 248, and is open to the public without charge. There are minimal fees for career inventories.

Child Care and Single Parent Support

Child Care

The Campus Children's Center is located on the Cypress College campus in building AE-3. The Children's Center is licensed by the State of California, Department of Social Services. Children, ages two years old (and toilet-trained) through six years old, are enrolled. The main focus is to serve children of Cypress College students, Adult Education students, and staff. Community families are eligible as space permits.

The Campus Children's Center has developed a balanced and flexible program to meet the child's individual needs. The preschool curriculum provides opportunities to explore, create, and learn through art, music, stories, and indoor and outdoor play.

Cooperative Agencies Resources for Education (CARE)

The Cooperative Agencies Resources for Education (CARE) program began at SEDC/EOPS in the Spring of 1993. CARE is the combined efforts of three agencies: Department of Social Services, State Department of Employment, and Cypress College.

The goals of the CARE program are to assist single parents receiving Aid to Families with Dependent Children (AFDC) to increase their education skills, become more confident and self-sufficient, and help them move from welfare to independence.

To be eligible, the following criteria are required:

Single parents/head of household;
Eighteen years of age or older;
AFDC recipients (minimum of one consecutive year);
EOPS eligible;
Child(ren) must be under six years old.

CARE offers support services, grants, book vouchers, workshops, and monthly informational meetings. Grants, book vouchers, and other services are available to qualified applicants.

New Horizons

The New Horizons/SERVE (Single-Parent Educational Resources for Vocational Education) program offers a variety of support services for students who are single parents or displaced homemakers and in pre-vocational, vocational or basic skills courses. Funded through the Carl Perkins Vocational Education Act, services are designed to meet the special needs of students in courses such as Health Sciences, Business, Human Services, Computer Graphics or Technical Education, Services include:

Counseling
Single-Parent Support Discussion Group (a credit/no credit course, open enrollment);
Workshops and seminars of special interest;
Child care grants;
Special library resources for single parents and displaced homemakers;
Referrals to community-based services for housing, legal assistance, child care, support groups, etc.;
A link between the student and other needed services both on and off campus.

The New Horizons office is located in the Financial Aid area.

Access and Single Parent Support (CARE)

Cooperative Agencies Resources for Education (CARE)

The Cooperative Agencies Resources for Education (CARE) program began at SEDC/EOPS in the Spring of 1993. CARE is the combined efforts of three agencies: Department of Social Services, State Department of Employment, and Cypress College.

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EOPS eligible;
Child(ren) must be under six years old.

CARE offers support services, grants, book vouchers, workshops, and monthly informational meetings. Grants, book vouchers, and other services are available to qualified applicants.

Educational Planning and Guidance

Counseling

Counseling services are unique as the staff are located in each academic building and housed with academic faculty, allowing the student easy access to both counseling and instruction. This arrangement allows counselors to be specialists in their academic and vocational area while providing educational planning, career and personal counseling. Counseling staff teach a variety of courses in the Counseling and Guidance Division. Many of these courses are short-term and may be taken with the Education Planning 140 class.

Each student is assigned a counselor and the counselor's name is on the computer printout.

Physical and Learning Challenged Student Programs

Disabled Student Programs

Roosevelt Center

The Roosevelt Center offers programs and services to enrolled students with verified disabilities. All programs and services are tailored to meet the student's individual needs with the goal of integrating the student into all facets of college life.

The Roosevelt Center is located on the first floor of the Science/Engineering/Math Building, Room 129. The telephone number is (714) 826-2220 X 104 or X 215. The TDD number is (714) 761-0961.

Typical services include (but are not limited to::

- Counseling
- Specialized tutorial services
- Registration tutorial services
- Individual test-taking assistance
- Special equipment
- Note takers
- Interpreters (oral and manual)
- Liaison and referral
- Special classes - College Orientation, Adapted Physical Education, Career Preparation, and Life Management, Wheelchair Basketball, Computer Access I and II. Computer Access Projects
- Reading Assistance Services (print enlargement, Kurzweil Talking Reader, Books on Tape)

Financial Resources and Student Support Services

Financial Aid

Requirements for Financial Aid Programs

There are essentially two kinds of financial aid — grants and loans. Grants do not have to be repaid, while loans do. What follows is a brief overview of the various types of financial aid that are available. Students are encouraged to visit the Financial Aid Office in the Health Science Building to learn about specific eligibility requirements. Call 714/826-2220, Ext. 114.

Board of Governors' Grant

This state grant is designed to help financially needy California residents by paying the full cost of enrollment excluding Associated Student and parking fees.

Federal Pell Grant

Federal Pell Grant funds are awarded to all undergraduate students who have an eligible financial need. Awards vary, depending on need and student enrollment. You may receive funds even as a part-time student.

Federal Supplemental Educational Opportunity (FSEOG)

FSEOG awards are made to students in exceptional financial need who, without the grant, would be unable to continue their education. Awards may range from $200 to $2,000 per academic year.

Extended Opportunity Program and Services Grant (EOPS)

EOPS Grants are designed for residents of California from disadvantaged and low income backgrounds. To qualify, students must be enrolled in a minimum of 12 units per semester.

California Student Aid Commission Programs

The State of California offers three major grants. Applications are available in the Financial Aid Office each December but may not be filed before January 1 or after the first week of March.

Cal Grant A: This grant is for students who are transferring to four-year schools.

Cal Grant B: This grant is awarded primarily to students from low income backgrounds who demonstrate financial need.

Cal Grant C: This grant is for two-year vocational students only, and eligibility is based upon financial need and academic promise.

Federal Work Study Program (FWS)

FWS provides jobs for students who have a financial need and who must earn part of their educational expenses. Award amounts are determined by financial eligibility and the number of hours the student can reasonably work within his academic program.

Federal Stafford Student Loan Program

This is a long-term, low-interest loan program in which students borrow from participating banks, savings and loans, and other lending institutions. *Repayment* begins six months after the borrower ceases to be enrolled at least half-time. Loan rates vary and are offered at the interest rate current at the time of application.

Cash Loans

Cash Loans are available to students who are enrolled in at least six units and who are recipients of a Federal Pell Grant. These loans allow for the purchase of up to $100 worth of books and supplies at our Campus Bookstore. A *payment schedule* will be determined at the time the loan is approved.

Scholarships

There are approximately 150 scholarships available during the academic year for students who have completed at least one semester of study. Recipients are selected based on factors that are specified by the scholarship donor.

Bureau of Indian Affairs Grant (BIA)

BIA Grants are offered to students who are at least one-fourth American Indian, Eskimo or Aleut, as certified by a tribal group served by the Bureau of Indian Affairs. This grant is based solely on need.

Student Employment

Cypress College maintains a Student Employment Office for the convenience of students who are not "packaged" with financial aid. This office provides students with career information and assists them in securing full-time and part-time employment.

The Cypress College Student Employment Office receives notices of new jobs each day. This service is available to any student who is enrolled in six or more units.

Jobs offered through this service come from both local and regional businesses.

Veterans' Benefits

If the student is a United States military veteran, or the spouse or child of a disabled or deceased veteran, he/she may apply for Veterans' Benefits through the Veterans' Office located in the Admissions and Records Office. Grants are paid directly to the veteran after proof of enrollment and after an approved educational plan has been submitted to the Veterans' Administration by the student.

Physical and Emotional Health

Health Services

Student Health provides medical and psychological services to help students achieve and maintain optimum physical, mental and emotional health. Services are supported by the student health fee.

Services provided include assessment of health and illness problems, laboratory evaluation, x-ray referral, accident management and insurance follow-up for on-campus injuries, first aid, emergency care and health education.

Psychological counseling is also available. Appointments can be made at the Health Services Office. Services are short-term crisis intervention in nature.

Part-time licensed physicians and psychologists are available by appointment. Licensed professional nurses are available, full-time, for consultation and referral.

In addition, a group health and dental insurance policy that covers the student and dependents is also available for purchase. Brochures explaining those policies are available in the Health Center.

Laboratory services are available at reduced cost and some medications are dispensed. The Health Services Office is located on the first level of Gym II, across from the swimming pool.

Learning Resources

Learning Center

The Learning Center, located on the third floor of the Humanities Building, room H-303, provides an opportunity to improve academic skills in order to become a more successful college student.

All Cypress College students are eligible to use the Learning Center. They must have their library card, which is used for the Computerized Electronic Attendance System.

Students enrolled in college classes may be assigned to complete audio-tutorial, computer, and/or video materials in the Learning Center. These materials help students to learn, practice, and/or apply the concepts, ideas and strategies presented in their regularly scheduled courses. Foreign language, English, ESL, reading, health and nutrition, economics, and nursing are some of the disciplines that utilize the facility.

In addition, students may go to the Learning Center to use any of several individualized programs to improve academic skills such as study habits, vocabulary, spelling, and reading rate. Students may earn credit for independent study by signing up before the end of regular registration.

These self-paced programs are also available throughout the semester for those wishing to improve their skills on a non-credit basis.

Library

Cypress College maintains an inviting, modern, comfortable and technologically up-to-date library. Two floors of books and study places are arranged in open, spacious patterns, providing a pleasant and relaxed atmosphere for study and research. Services provided include reference, research guidance, library instruction, inter-library loan, reserve reading, individual study carrels, photocopiers and group study rooms. The entrance to the library is on the second floor of the Administration building.

Through special arrangements, students may check out books at Cal State Fullerton, as well as at Fullerton College, Golden West College and Orange Coast College. A free Library Guide is available. An electronic security system is in operation to protect the library collection.

Searches for books and other materials can be made from the on-line catalog accessible at terminals on both floors. The catalog can also be searched from any personal computer with a modem by using an instruction sheet available from the library. Students can also determine, on the screen, whether a particular book is in the library or checked out.

Periodical research can be done from several heavily used data bases—computerized versions of periodical indexes such as *Reader's Guide*—as well as special subject area indexes in Biography, Business, Education, General Science, Humanities and Social Science. These indexes are available at CD Rom work stations and allow students to create a tailor-made bibliography at no cost.

The student picture identification card (ASB card) is required to check out material. Due to heavy use, magazine and newspapers must remain in the library. Most other library material can be checked out for two weeks, although students are urged to return materials as soon as possible, as a consideration to others waiting to use them.

For information, call 714/826-220, Ext. 124.

Math Center

The Mathematics Learning Center, located in room 209 of the Science/ Engineering/Math Building, is an area where students may study mathematics, chemistry, computer science, physics, and engineering assignments.

Students using the Math Center is to sign in at the computer (the hours recorded provide funding for the Center) and sign out on the computer when leaving.

When assistance is needed, help is close at hand. A mathematics instructor and qualified, experienced tutors are available for help on a first-come, first-served basis.

The Math Center has a videotape player on which tapes about algebra and arithmetic may be viewed. There is also a collection of reference books for math and physical science. Because students must share the tutors with everyone in the room, the most help is available when the room is least crowded—during afternoons or on Fridays.

Student Educational Development Center (SEDC)

The Cypress College Student Educational Development Center (SEDC) offers the following free services:

Individualized tutoring;
Small group tutoring;
Computer availability;
Typewriter availability;
Video cassette instruction;
ESL conversation.

In addition, computerized testing and instruction are available in the following areas:

Accounting;
Word processing;
Psychiatric technician;
Travel services.

The Center is located on the second floor of Tech-Ed II.

Campus Activities

Student Activities

The Student Activities Program at Cypress College is intended to achieve the following objectives:

to provide opportunities for students to share in governance activities;
to provide students with the opportunity to create and administer their own organizations;
to provide a leadership development program for credit that will help students learn the practical application of leadership and organizational theory and provide, through experience, insight into group characteristics.

Student Activities is an integral part of college life, and all students are encouraged to take an active role in some phase of the student activities program.

Activities include social events such as dances, concerts, and the annual Duck Pond Race, as well as film and artist/lecture series, community awareness programs, special interest programming, cultural and athletic events.

Transfer Activities

Transfer Center

Cypress College has established an on-campus Transfer Center to assist students who intend to continue their education at four-year schools. The center will provide students with counseling and opportunities to meet with representatives from four-year colleges and universities.

Services include a transfer resource library for students and faculty, workshops, tours to four-year universities, outreach programs for under-represented students and monitoring throughout the transfer process.

CAMPUS CLIMATE SURVEY

Items for Students

Items for Faculty

Items for Staff

ITEMS FOR STUDENTS

General Section

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Student Life

Interaction with Faculty

Campus Life

Academic Support

The Curriculum

The Surrounding Community

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Demographic Background

CHOOSING A COLLEGE

Everyone chooses a college for different reasons. We are interested in knowing why you chose this campus. Below you will find a list of possible reasons for enrolling here.

1. This campus appealed to me because:

(Please check all the reasons why you chose this campus)

- ☐ I had friends who were students here.
- ☐ Family members wanted me to enroll here.
- ☐ A counselor recommended this campus.
- ☐ The college literature was interesting and inviting.
- ☐ The campus' academic reputation was excellent.
- ☐ The campus' social reputation was excellent.
- ☐ The campus had the field of study that I wanted.
- ☐ The location of the campus met my needs.
- ☐ My financial circumstances necessitated that I attend this campus.
- ☐ I visited and liked the campus.
- ☐ I liked the size of the campus.
- ☐ Other reasons. Please specify ______________________________.

Now we would like to know what skills you expected to gain while on this campus.

2. Please check the response that indicates the level of importance that you gave to each of the following possible expectations for choosing this college.

I expected to:	Very Important	Important	Neutral	Unimportant	Very Unimportant	Does Not Apply/ No Opinion
get a college degree.	☐	☐	☐	☐	☐	☐
learn skills to get a job.	☐	☐	☐	☐	☐	☐
increase my earning potential.	☐	☐	☐	☐	☐	☐
develop a better understanding of the world and the people in it.	☐	☐	☐	☐	☐	☐
further my career prospects.	☐	☐	☐	☐	☐	☐
broaden my interests.	☐	☐	☐	☐	☐	☐
develop my intellectual skills.	☐	☐	☐	☐	☐	☐
learn more about other racial-ethnic groups.	☐	☐	☐	☐	☐	☐
develop my social skills.	☐	☐	☐	☐	☐	☐
gain knowledge to pursue a graduate degree.	☐	☐	☐	☐	☐	☐
learn more of women's contribution to knowledge.	☐	☐	☐	☐	☐	☐
make lifelong friends and acquaintances.	☐	☐	☐	☐	☐	☐
learn more about my racial-ethnic group.	☐	☐	☐	☐	☐	☐
develop skills to interact with people from other racial-ethnic groups.	☐	☐	☐	☐	☐	☐
gain other skills	☐	☐	☐	☐	☐	☐

Please specify ____

____

3. Please describe your perceptions of this campus *prior to enrolling* here. (For each pair of adjectives, please circle the X closest to your word for describing this campus.)

Comfortable	X	X	X	X	X	Uncomfortable
Friendly	X	X	X	X	X	Hostile
Tense	X	X	X	X	X	Relaxed
Cold	X	X	X	X	X	Warm
Communicative	X	X	X	X	X	Reserved
Enjoyable	X	X	X	X	X	Unenjoyable
Concerned	X	X	X	X	X	Indifferent
Disrespectful	X	X	X	X	X	Respectful
Cooperative	X	X	X	X	X	Competitive
Sensitive	X	X	X	X	X	Insensitive
Welcoming	X	X	X	X	X	Unwelcoming
Unsupportive	X	X	X	X	X	Supportive
Hospitable	X	X	X	X	X	Inhospitable
Hard	X	X	X	X	X	Easy
Accepting	X	X	X	X	X	Unaccepting
Tolerant	X	X	X	X	X	Intolerant
Structured	X	X	X	X	X	Flexible
Open	X	X	X	X	X	Closed
Bureaucratic	X	X	X	X	X	Non-Bureaucratic

Interaction with Faculty

As a student, probably you have had professors who were very supportive and professors who were less helpful than you would have liked. We would like to learn about various experiences that you may have had on campus with professors.

1. I have taken classes from instructors who are: (Please check all that apply)

☐ African-American/Black
☐ American Indian/Native American
☐ Asian/Pacific Islander
☐ Chicano/Latino/Hispanic
☐ White/Caucasian
☐ Women
☐ Men

Please indicate if you have had each of the following experiences since coming to this college.

2. I interact with my instructors:	Yes	No
in class.	☐	☐
out of class on a one-to-one basis.	☐	☐
out of class on a group basis.	☐	☐

3. I get personal attention from:	Yes	No
all instructors	☐	☐
instructors of my racial-ethnic group	☐	☐
instructors of racial-ethnic groups other than mine.	☐	☐
instructors of my sex	☐	☐
instructors of my opposite sex.	☐	☐

Please indicate if you have had each of the following experiences since coming to this college. If you have not had a specific experience, please check the category "Don't know/Not Applicable."

4. Interacting with my instructors is easy when I:	Yes	No	Don't Know/ Not Applicable
schedule individual appointments.	☐	☐	☐
make contributions in class.	☐	☐	☐
arrange to discuss issues outside of class.	☐	☐	☐
seek advice on my educational and career goals.	☐	☐	☐
need help with materials taught in class.	☐	☐	☐

Items for Students

	Yes	No	Don't Know/ Not Applicable
5. My instructors appear to be sensitive to the needs of students:			
in general.			
of their sex..	☐	☐	☐
of the opposite sex.	☐	☐	☐
of my racial-ethnic group.	☐	☐	☐
of their racial-ethnic group.	☐	☐	☐
of racial-ethnic groups other than theirs.	☐	☐	☐
6. My instructors act as though they think the students prepared for college-level work on campus are:			
all those enrolled.	☐	☐	☐
only those who meet specific admissions requirements.	☐	☐	☐
only those who are outstanding scholars.	☐	☐	☐
only those of their own sex.	☐	☐	☐
only those of their opposite sex.	☐	☐	☐
from both sexes.	☐	☐	☐
only those from my racial-ethnic group.	☐	☐	☐
only those from racial-ethnic groups other than mine.	☐	☐	☐
only those from their racial-ethnic group.	☐	☐	☐
from all racial-ethnic groups.	☐	☐	☐
7. My instructors act as though the students that they are most pleased to see on campus are:			
all those enrolled.	☐	☐	☐
only those who meet specific admissions requirements.	☐	☐	☐
only those who are outstanding scholars.	☐	☐	☐
only those of their own sex.	☐	☐	☐
only those of the opposite sex.	☐	☐	☐
from both sexes.	☐	☐	☐
only those from my racial-ethnic group.	☐	☐	☐
only those from racial-ethnic groups other than mine.	☐	☐	☐
only those from their racial-ethnic groups.	☐	☐	☐
from all racial-ethnic groups.	☐	☐	☐
8. My instructors act as though the students that they are most comfortable teaching on campus are:			
all those enrolled on the campus.	☐	☐	☐
only those who meet specific admissions requirements.	☐	☐	☐
only those who are outstanding scholars.	☐	☐	☐
only those of their own sex.	☐	☐	☐
only those of their opposite sex.	☐	☐	☐
from both sexes.	☐	☐	☐
only those from my racial-ethnic group.	☐	☐	☐
only those from racial-ethnic groups other than mine.	☐	☐	☐
only those from their racial-ethnic group.	☐	☐	☐
from all racial-ethnic groups.	☐	☐	☐

The Curriculum

This campus offers a wide variety of courses. We are interested in your perception of the quality and variety of materials, information and subjects discussed in your courses here. Please check the response that indicated the extent to which you have had each of the following experiences since coming to this college.

	Almost Always	Frequently	Sometimes	Rarely	Almost Never	Not Applicable/ No Opinion
1. Relevant topics to me have been taught by instructors of:						
my racial-ethnic group.	☐	☐	☐	☐	☐	☐
a racial-ethnic group other than mine.	☐	☐	☐	☐	☐	☐
my sex.	☐	☐	☐	☐	☐	☐
the opposite sex.	☐	☐	☐	☐	☐	☐
2. Relevant topics specifically to women have been discussed in classes in:						
various departments throughout the campus.	☐	☐	☐	☐	☐	☐
the Women's Studies Courses.	☐	☐	☐	☐	☐	☐
3. Relevant topics to students from specific racial-ethnic groups have been discussed in:						
various departments throughout the campus.	☐	☐	☐	☐	☐	☐
the Ethnic Study Courses.	☐	☐	☐	☐	☐	☐
4. My instructors incorporated into their classes materials that acknowledge the contributions of :						
people from a variety of racial-ethnic groups.	☐	☐	☐	☐	☐	☐
materials that acknowledge the contributions of women.	☐	☐	☐	☐	☐	☐
various methods of teaching.	☐	☐	☐	☐	☐	☐
5. Multiple viewpoints on race or ethnicity are discussed:						
in various departments throughout the campus.	☐	☐	☐	☐	☐	☐
in the Ethnic Studies Courses.	☐	☐	☐	☐	☐	☐
if introduced by instructors.	☐	☐	☐	☐	☐	☐
if introduced by students.	☐	☐	☐	☐	☐	☐
with reluctance by instructors and students.	☐	☐	☐	☐	☐	☐
with enthusiasm by instructors and students.	☐	☐	☐	☐	☐	☐
6. Multiple viewpoints on issues of gender are discussed:						
in various departments throughout the campus.	☐	☐	☐	☐	☐	☐
in the Women's Studies Courses.	☐	☐	☐	☐	☐	☐
if introduced by instructors.	☐	☐	☐	☐	☐	☐
if introduced by students.	☐	☐	☐	☐	☐	☐
with reluctance by instructors and students.	☐	☐	☐	☐	☐	☐
with enthusiasm by instructors and students.	☐	☐	☐	☐	☐	☐

Academic Support

This campus provides a variety of academic support services for all students. We want to learn of the kinds of academic support you have received on this campus. Please indicate if you have had each of the following experiences since coming to this college. If you have not had a specific experience, please check the category "Don't Know/Not Applicable."

	Yes	No	Don't Know/ Not Applicable
1. My academic advisor is:			
a professor in my department.	☐	☐	☐
the chair of my department.	☐	☐	☐
a secretary in my department.	☐	☐	☐
a counselor in the counseling office.	☐	☐	☐
a non-teaching staff member in a specific program (i.e., DSPS or EOPS).	☐	☐	☐
2. My academic advisor:			
helps me to select appropriate level courses.	☐	☐	☐
provides relevant information about career options.	☐	☐	☐
makes me aware of campus resources, particularly support services.	☐	☐	☐
helps me create a 6 semester Student Educational Plan	☐	☐	☐
advises me in a transfer plan.	☐	☐	☐
3. Campus orientation programs gave me information on:			
special programs and support services.	☐	☐	☐
academic requirements for transfer.	☐	☐	☐
academic requirements for graduation.	☐	☐	☐
the process for obtaining financial aid.	☐	☐	☐
social opportunities available on campus.	☐	☐	☐
the diversity of the campus student body.	☐	☐	☐
living arrangements.	☐	☐	☐
ways of interacting with people from backgrounds different from mine.	☐	☐	☐
4. I have participated in study groups on campus developed by:			
classroom instructors.	☐	☐	☐
academic counselors or advisors.	☐	☐	☐
classmates.	☐	☐	☐
the Learning Center.	☐	☐	☐
campus program (i.e., DSPS or EOPS).	☐	☐	☐
others Please specify: ______________________			
5. Campus people who have assisted me to reach goals are:			
academic counselors and advisors.	☐	☐	☐
Instructors in general.	☐	☐	☐
Instructors form whom I have taken courses.	☐	☐	☐
Instructors in my field of study.	☐	☐	☐
general campus program personnel.	☐	☐	☐
special program personnel (i.e., DSPS or EOPS)	☐	☐	☐
Others Please specify: ______________________			

Please indicate if you have had each of the following experiences since coming to this college.

	Yes	No	Don't Know/Not Applicable
1. Campus people who have assisted me are primarily from:			
my racial-ethnic group.	☐	☐	☐
a racial-ethnic group other than mine.	☐	☐	☐
my sex.	☐	☐	☐
the opposite sex.	☐	☐	☐
2. Financial aid is:			
essential for me to attend college.	☐	☐	☐
distributed fairly on this campus.	☐	☐	☐
adequate to meet my needs.	☐	☐	☐
an office on this campus which helps students.	☐	☐	☐
given to students on this campus solely on the basis of need.	☐	☐	☐
given to students on this campus only who deserve it.	☐	☐	☐
given to students only from specific racial-ethnic groups.	☐	☐	☐

Please check the response that indicates the extent to which you have had each of the following experiences since come to this college.

	Almost Always	Frequently	Sometimes	Rarely	Almost Never	Not Applicable/ No Opinion
1. When needed, I receive help on campus with:						
academic problems.	☐	☐	☐	☐	☐	☐
personal problems.	☐	☐	☐	☐	☐	☐
financial problems.	☐	☐	☐	☐	☐	☐
2. When I have difficulty with courses, campus tutors are:						
readily available to me.	☐	☐	☐	☐	☐	☐
available to all students on campus.	☐	☐	☐	☐	☐	☐
available through the general campus (i.e., Learning Center).	☐	☐	☐	☐	☐	☐
available through a specific program (i.e., DSPS or EOPS).	☐	☐	☐	☐	☐	☐
supportive of my educational development.	☐	☐	☐	☐	☐	☐

STUDENT LIFE

A major part of a student's college experience involves getting to know other people. In this section, we want to learn about your participation and involvement with other students here.

1. Approximately what percent of the students at this college are:	Less than 10%	10-25%	25-50%	50-75%	Over 75%	Don't Know
Asian	☐	☐	☐	☐	☐	☐
Black	☐	☐	☐	☐	☐	☐
Latino	☐	☐	☐	☐	☐	☐
Native American/American Indian	☐	☐	☐	☐	☐	☐
White	☐	☐	☐	☐	☐	☐

2. Approximately what percent of your friends at this college are:	Less than 10%	10-25%	25-50%	50-75%	Over 75%	Don't Know
Asian	☐	☐	☐	☐	☐	☐
Black	☐	☐	☐	☐	☐	☐
Latino	☐	☐	☐	☐	☐	☐
Native American/American Indian	☐	☐	☐	☐	☐	☐
White	☐	☐	☐	☐	☐	☐

Please indicate if you have had each of the following experiences since coming to this college.

3. I feel a part of the campus because:	Yes	No
I participate in campus activities related to my culture.	☐	☐
I participate in various activities and clubs.	☐	☐
I am a member of a fraternity or sorority.	☐	☐
my language and dress "fit in."	☐	☐
elected student leaders represent my point of view.	☐	☐
students from a variety of racial-ethnic groups interact well.	☐	☐
I am a student leader.	☐	☐
Specific campus areas serve as a "comfort zone" for me.	☐	☐
4. I have discussed topics related to race or ethnicity with someone of:		
my racial-ethnic group.	☐	☐
other racial-ethnic groups.	☐	☐
my sex.	☐	☐
the opposite sex.	☐	☐
5. I have discussed women's issues with someone of:		
my racial-ethnic group.	☐	☐
other racial-ethnic groups	☐	☐
my sex.	☐	☐
the opposite sex.	☐	☐

Please indicate if you have had each of the following experiences since coming to this college.

6. When I interact on campus with students from other racial-ethnic groups, it is through:	Yes	No	Don't Know/ Not Applicable
my classes.	☐	☐	☐
study groups in class.	☐	☐	☐
study sessions outside of class.	☐	☐	☐
social activities.	☐	☐	☐
dates.	☐	☐	☐
off-campus living arrangements.	☐	☐	☐
recreational activities.	☐	☐	☐
my campus job.	☐	☐	☐

Please check the response that indicates the extent to which you have had each of the following experiences since coming to this college.

7. Campus student organizations in which I participate:	Almost Always	Frequently	Sometimes	Rarely	Almost Never	Not Applicable/ No Opinion
interact positively with other campus organizations.	☐	☐	☐	☐	☐	☐
create divisions here.	☐	☐	☐	☐	☐	☐
give me a sense of belonging.	☐	☐	☐	☐	☐	☐
represent my point of view.	☐	☐	☐	☐	☐	☐
8. I am pressured by students of my racial-ethnic group to:						
study only with students of my group.	☐	☐	☐	☐	☐	☐
socialize only with students of my group	☐	☐	☐	☐	☐	☐
date only students from my group.	☐	☐	☐	☐	☐	☐
participate in campus activities related to my group.	☐	☐	☐	☐	☐	☐
"hangout" in specific campus areas.	☐	☐	☐	☐	☐	☐

Campus Life

We want to learn about the experiences that you have had generally on this campus. Please indicate if you have had the following experiences since coming to this college.

1. When I am treated politely on campus, it is generally by	Yes	No	Don't Know/ Not Applicable
instructors.	☐	☐	☐
students of my racial-ethnic group.	☐	☐	☐
students of other racial-ethnic groups.	☐	☐	☐
students of all racial-ethnic groups.	☐	☐	☐
students of my sex.	☐	☐	☐
students of my opposite sex.	☐	☐	☐
both male and female students.	☐	☐	☐
tutors.	☐	☐	☐
campus police.	☐	☐	☐
non-teaching personnel from specific offices. Please specify: ________			
2. When I am treated rudely on campus, it is generally by:			
instructors.	☐	☐	☐
students of my racial-ethnic group.	☐	☐	☐
students of other racial-ethnic groups.	☐	☐	☐
students of all racial-ethnic groups.	☐	☐	☐
students of my sex.	☐	☐	☐
students of my opposite sex.	☐	☐	☐
both male and female students.	☐	☐	☐
tutors.	☐	☐	☐
campus police.	☐	☐	☐
non-teaching personnel from specific offices. Please specify: ________			
3. I have seen or heard about campus events where:			
specific racial-ethnic groups are portrayed positively.	☐	☐	☐
specific racial-ethnic groups are portrayed negatively.	☐	☐	☐
women in general are portrayed positively.	☐	☐	☐
women in general are portrayed negatively.	☐	☐	☐
men in general are portrayed positively.	☐	☐	☐
men in general are portrayed negatively.	☐	☐	☐
4. I have seen or heard about racist behavior initiated by:			
non-teaching personnel of my racial-ethnic groups.	☐	☐	☐
non-teaching personnel of other racial-ethnic group.	☐	☐	☐
instructors of my racial-ethnic group.	☐	☐	☐
instructors of other racial-ethnic groups.	☐	☐	☐
students of my racial-ethnic group.	☐	☐	☐
students of other racial-ethnic groups.	☐	☐	☐
people from the community surrounding the campus.	☐	☐	☐

Items for Students

Please indicate if you have had each of the following experiences since coming to this college. If you have not had a specific experience, please check the category "Don't Know/Not Applicable."

	Yes	No	Don't Know/Not Applicable
5. I have seen or heard about sexist behavior initiated by:			
campus personnel of my sex.	☐	☐	☐
campus personnel of the opposite sex.	☐	☐	☐
instructors of my sex.	☐	☐	☐
instructors of the opposite sex.	☐	☐	☐
students of my sex.	☐	☐	☐
students of the opposite sex.	☐	☐	☐
people from the community surrounding the campus.	☐	☐	☐
6. I have seen on campus:			
books in the library written from a variety of racial, ethnic or cultural viewpoints.	☐	☐	☐
textbooks in the bookstore written from a variety of racial, ethnic or cultural viewpoints.	☐	☐	☐
art reflecting various racial-ethnic cultures.	☐	☐	☐
negative graffiti about women.	☐	☐	☐
negative graffiti about certain racial-ethnic groups.	☐	☐	☐
7. Campus activities in which I participated that have increased my sensitivity to other racial-ethnic groups are:			
informal discussions with others on campus.	☐	☐	☐
orientation programs.	☐	☐	☐
lectures.	☐	☐	☐
conferences and workshops.	☐	☐	☐
courses.	☐	☐	☐
reading books.	☐	☐	☐
special events (cultural celebrations, etc.).	☐	☐	☐
plays or movies.	☐	☐	☐
concerts.	☐	☐	☐
athletic events.	☐	☐	☐
others Please specify: ________________			
8. Campus activities in which I participated that have increased my sensitivity to women's issues are:			
informal discussions with others on campus	☐	☐	☐
orientation programs.	☐	☐	☐
lectures.	☐	☐	☐
conferences and workshops.	☐	☐	☐
courses.	☐	☐	☐
reading books.	☐	☐	☐
special events (cultural celebrations, etc.).	☐	☐	☐
plays or movies.	☐	☐	☐
concerts.	☐	☐	☐
athletic events.	☐	☐	☐
others Please specify: ________________			

Items for Students

Please check the response that indicates the extent to which you have had each of the following experiences since coming to this college.

	Almost Always	Frequently	Sometimes	Rarely	Almost Never	Not Applicable/ No Opinion
9. I see materials in campus media that increase my understanding of individuals based on						
their race or ethnicity.	☐	☐	☐	☐	☐	☐
their sex.	☐	☐	☐	☐	☐	☐
their academic preparation for college.	☐	☐	☐	☐	☐	☐
whether they met specific admissions requirements.	☐	☐	☐	☐	☐	☐
other reasons Please specify: ______________________						
10. I see materials in campus media in which individuals are stereotyped based on:						
their race or ethnicity.	☐	☐	☐	☐	☐	☐
their sex.	☐	☐	☐	☐	☐	☐
their academic preparation for college.	☐	☐	☐	☐	☐	☐
whether they met specific admissions requirements.	☐	☐	☐	☐	☐	☐
other reasons (Please specify: ______________________						
11. Campus police force members respond to students by:						
assisting all students.	☐	☐	☐	☐	☐	☐
assisting those from their own racial-ethnic groups.	☐	☐	☐	☐	☐	☐
assisting those from racial-ethnic groups other than their own.	☐	☐	☐	☐	☐	☐
harassing us.	☐	☐	☐	☐	☐	☐
harassing those from their own racial-ethnic groups.	☐	☐	☐	☐	☐	☐
harassing those from racial-ethnic groups other than their own.	☐	☐	☐	☐	☐	☐
12. If I have felt discriminated against on the campus, it is because of:						
my race or ethnicity.	☐	☐	☐	☐	☐	☐
my sex.	☐	☐	☐	☐	☐	☐
whether I have met specific admissions requirements.	☐	☐	☐	☐	☐	☐
other reasons (Please specify: ______________________						
13. If I have felt discriminated against on the campus, it is by:						
campus personnel.	☐	☐	☐	☐	☐	☐
professors.	☐	☐	☐	☐	☐	☐
students.	☐	☐	☐	☐	☐	☐
teaching assistants/instructional assistants.	☐	☐	☐	☐	☐	☐
People in the surrounding community.	☐	☐	☐	☐	☐	☐
14. If I have felt discriminated against on the campus, it is by people of:						
my racial-ethnic group.	☐	☐	☐	☐	☐	☐
other racial-ethnic groups.	☐	☐	☐	☐	☐	☐
my sex.	☐	☐	☐	☐	☐	☐
the opposite sex.	☐	☐	☐	☐	☐	☐

THE SURROUNDING COMMUNITY

Oftentimes, the community in which a campus is located can have a major impact on a student's college experiences. We are interested in learning your feelings about the immediate area in which your campus is located. *(Please note: To add greater clarity to this question, the name of the local area surrounding the campus should be identified in this section and included in each question that refers to "local community").*

Please check the response that indicates the extent to which you have had each of the following experiences since coming to this college.

	Almost Always	Frequently	Sometimes	Rarely	Almost Never	Not Applicable/ No Opinion
1. The local community surrounding this campus responds to me generally by:						
being receptive.	☐	☐	☐	☐	☐	☐
accommodating my needs and interests.	☐	☐	☐	☐	☐	☐
hiring me to work in its businesses.	☐	☐	☐	☐	☐	☐
resenting my presence.	☐	☐	☐	☐	☐	☐
2. The local community surrounding this campus responds to students from racial-ethnic groups other than mine by:						
being receptive.	☐	☐	☐	☐	☐	☐
accommodating their needs and interests.	☐	☐	☐	☐	☐	☐
hiring them to work in its businesses.	☐	☐	☐	☐	☐	☐
resenting their presence.	☐	☐	☐	☐	☐	☐
3. Members of the police force in the local community respond to campus students by:						
assisting all students.	☐	☐	☐	☐	☐	☐
assisting those from their own racial-ethnic groups.	☐	☐	☐	☐	☐	☐
assisting those from racial-ethnic groups other than their own.	☐	☐	☐	☐	☐	☐
harassing us.	☐	☐	☐	☐	☐	☐
harassing those from their own racial-ethnic groups.	☐	☐	☐	☐	☐	☐
harassing those from racial-ethnic groups other than their own.	☐	☐	☐	☐	☐	☐
4. The campus supports students through:						
speaking on our behalf in the local community.	☐	☐	☐	☐	☐	☐
encouraging the local community to accommodate the needs of all students.	☐	☐	☐	☐	☐	☐
encouraging the local community to accommodate the needs of students from various racial-ethnic groups.	☐	☐	☐	☐	☐	☐
involving students' families in its campus activities.	☐	☐	☐	☐	☐	☐
other ways. Please specify: ____________________						

Satisfaction with the Campus

Now the survey asks about your level of satisfaction and your general impression of this campus since enrolling here.

	Very Satisfied	Satisfied	Somewhat Satisfied	Dissatisfied	Very Dissatisfied	Does Not Apply/ No Opinion
1. Please indicate your level of satisfaction with the progress you have made in each of the following areas:						
completing a certificate program	☐	☐	☐	☐	☐	☐
getting a college degree.	☐	☐	☐	☐	☐	☐
learning skills to enter the job market.	☐	☐	☐	☐	☐	☐
increasing my earning potential.	☐	☐	☐	☐	☐	☐
developing a better understanding of the world and the people in it.	☐	☐	☐	☐	☐	☐
furthering my career prospects.	☐	☐	☐	☐	☐	☐
broadening my interests.	☐	☐	☐	☐	☐	☐
developing my intellectual skills.	☐	☐	☐	☐	☐	☐
learning about various racial-ethnic groups.	☐	☐	☐	☐	☐	☐
developing social skills.	☐	☐	☐	☐	☐	☐
gaining knowledge to pursue a graduate degree.	☐	☐	☐	☐	☐	☐
learning of women's contributions to knowledge.	☐	☐	☐	☐	☐	☐
making lifelong friends and acquaintances.	☐	☐	☐	☐	☐	☐
learning about my racial-ethnic group.	☐	☐	☐	☐	☐	☐
developing skills to interact with people from various racial-ethnic groups.	☐	☐	☐	☐	☐	☐
gaining other skills (Please specify: ______________________						
2. Please indicate your level of satisfaction with each of the following aspects of this campus:						
academic advisors/counselors.	☐	☐	☐	☐	☐	☐
academic support.	☐	☐	☐	☐	☐	☐
campus life.	☐	☐	☐	☐	☐	☐
career planning and placement services.	☐	☐	☐	☐	☐	☐
child care assistance.	☐	☐	☐	☐	☐	☐
curriculum.	☐	☐	☐	☐	☐	☐
financial aid.	☐	☐	☐	☐	☐	☐
housing services.	☐	☐	☐	☐	☐	☐
professors.	☐	☐	☐	☐	☐	☐
student life.	☐	☐	☐	☐	☐	☐
surrounding community.	☐	☐	☐	☐	☐	☐
DSPS/Disabled Stuident Programs and Services.	☐	☐	☐	☐	☐	☐
EOPS/Educational Opportunity Programs and Services.	☐	☐	☐	☐	☐	☐
Other special programs. Please specify: ______________________						

	Very Satisfied	Satisfied	Somewhat Satisfied	Dissatisfied	Very Dissatisfied	Does Not Apply/ No Opinion
3. Please indicate your level of satisfaction with the opportunities available for you on campus to:						
learn about various cultures (e.g., Black History Month, International Women's Month, etc.).	☐	☐	☐	☐	☐	☐
discuss issues in orientation programs related to cultural differences among racial-ethnic groups.	☐	☐	☐	☐	☐	☐
receive campus assistance when I am discriminated against because of my race, ethnicity, or sex.	☐	☐	☐	☐	☐	☐
4. Please indicate your level of satisfaction with the opportunities available for instructors and campus personnel to:						
be evaluated on the basis of the help they give to students from various racial-ethnic groups.	☐	☐	☐	☐	☐	☐
become more aware of needs of students from various racial-ethnic groups.	☐	☐	☐	☐	☐	☐
become more involved in issues of race, ethnicity, and sexual equality.	☐	☐	☐	☐	☐	☐
become campus leaders if they are women.	☐	☐	☐	☐	☐	☐
become campus leaders irrespective of their racial-ethnic background.	☐	☐	☐	☐	☐	☐
be hired from the entire spectrum of racial-ethnic groups.	☐	☐	☐	☐	☐	☐
be hired from my racial-ethnic groups currently scarce on campus.	☐	☐	☐	☐	☐	☐
be hired from my racial-ethnic group.	☐	☐	☐	☐	☐	☐
be sensitive to the needs of students from my racial-ethnic background.	☐	☐	☐	☐	☐	☐
be women.	☐	☐	☐	☐	☐	☐
be hired from my racial-ethnic group.	☐	☐	☐	☐	☐	☐
be sensitive to the needs of all students.	☐	☐	☐	☐	☐	☐
promote the development of everyone's competence.	☐	☐	☐	☐	☐	☐
develop their skills and knowledge.	☐	☐	☐	☐	☐	☐

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5. Please describe your perceptions of this campus *since enrolling* here. (For each pair of adjectives, please circle the X closest to your word for describing this campus.)

Comfortable	X	X	X	X	X	Uncomfortable
Friendly	X	X	X	X	X	Hostile
Tense	X	X	X	X	X	Relaxed
Cold	X	X	X	X	X	Warm
Communicative	X	X	X	X	X	Reserved
Enjoyable	X	X	X	X	X	Unenjoyable
Concerned	X	X	X	X	X	Indifferent
Disrespectful	X	X	X	X	X	Respectful
Cooperative	X	X	X	X	X	Competitive
Sensitive	X	X	X	X	X	Insensitive
Welcoming	X	X	X	X	X	Unwelcoming
Unsupportive	X	X	X	X	X	Supportive
Hospitable	X	X	X	X	X	Inhospitable
Hard	X	X	X	X	X	Easy
Accepting	X	X	X	X	X	Unaccepting
Tolerant	X	X	X	X	X	Intolerant
Structured	X	X	X	X	X	Flexible
Open	X	X	X	X	X	Closed
Bureaucratic	X	X	X	X	X	Non-Bureaucratic

6. Please describe your feelings about how you are viewed on this campus. (For each pair of adjectives, please circle the X closest to your feeling about how you are viewed on this campus.)

Respected	X	X	X	X	X	Disrespected
Resented	X	X	X	X	X	Admired
Successful	X	X	X	X	X	Unsuccessful
Intelligent	X	X	X	X	X	Unintelligent
Demeaned	X	X	X	X	X	Valued
Appreciated	X	X	X	X	X	Worthless
Encouraged	X	X	X	X	X	Discouraged
Weak	X	X	X	X	X	Strong
Hard-Working	X	X	X	X	X	Lazy
Tolerated on Campus	X	X	X	X	X	Integral to the Campus

Attitudes

Now the survey asks your opinion on various educational issues, particularly as related to your experience at this college. Please check the response the indicates the level of your agreement with each of the statements listed below.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Does Not Apply/ No Opinion
1. I prefer to take classes from instructors who are:						
knowledgeable about the class subject	☐	☐	☐	☐	☐	☐
good teachers.	☐	☐	☐	☐	☐	☐
from my racial-ethnic group.	☐	☐	☐	☐	☐	☐
from other racial-ethnic groups.	☐	☐	☐	☐	☐	☐
from my sex.	☐	☐	☐	☐	☐	☐
from the opposite sex.	☐	☐	☐	☐	☐	☐
2. As many general education courses as possible should include information on:						
research related specifically to women.	☐	☐	☐	☐	☐	☐
the contributions of women.	☐	☐	☐	☐	☐	☐
research related to a variety of racial-ethnic groups.	☐	☐	☐	☐	☐	☐
the contributions of various racial-ethnic groups.	☐	☐	☐	☐	☐	☐
interacting positively with people from a variety of racial-ethnic groups.	☐	☐	☐	☐	☐	☐
multiple viewpoints on a particular topic.	☐	☐	☐	☐	☐	☐
3. Special programs and policies:						
are necessary to attract students to campus from a variety of racial-ethnic groups.	☐	☐	☐	☐	☐	☐
often result in the hiring of instructors and college personnel who lack adequate qualifications.	☐	☐	☐	☐	☐	☐
lead to resentment among students.	☐	☐	☐	☐	☐	☐
lead to resentment among instructors.	☐	☐	☐	☐	☐	☐
enhance the quality of the student body.	☐	☐	☐	☐	☐	☐
reduce the prestige of the campus.	☐	☐	☐	☐	☐	☐
lead to admission of underprepared students.	☐	☐	☐	☐	☐	☐
are necessary for instructors to be representative of the student body.	☐	☐	☐	☐	☐	☐
are necessary for a campus to reflect the mix of racial-ethnic groups in the local community.	☐	☐	☐	☐	☐	☐
help to create a positive campus environment.	☐	☐	☐	☐	☐	☐
provide educational opportunities for students who have potential for college but do not meet specific admissions requirements.	☐	☐	☐	☐	☐	☐

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Does Not Apply/ No Opinion
4. A high priority on this campus should be that:						
students from a variety of racial-ethnic groups interact positively with each other.	☐	☐	☐	☐	☐	☐
academic quality be maintained.	☐	☐	☐	☐	☐	☐
goals be met with respect to the recruitment of students from a variety of racial-ethnic groups.	☐	☐	☐	☐	☐	☐
maintenance of academic quality and recruitment of students from a variety of racial-ethnic groups be compatible goals.	☐	☐	☐	☐	☐	☐
5. Students on this campus who are most underprepared academically for college are:						
of my racial-ethnic group.	☐	☐	☐	☐	☐	☐
of a racial-ethnic group other than mine.	☐	☐	☐	☐	☐	☐
of my sex.	☐	☐	☐	☐	☐	☐
of my opposite sex.	☐	☐	☐	☐	☐	☐
from all racial-ethnic groups.	☐	☐	☐	☐	☐	☐
of both sexes.	☐	☐	☐	☐	☐	☐
6. Obstacles to achieving gender balance on this campus with respect to the faculty and staff are:						
the scarcity of women faculty who are interested in teaching on this campus	☐	☐	☐	☐	☐	☐
the scarcity of qualified women.	☐	☐	☐	☐	☐	☐
lack of campus interest in recruiting women.	☐	☐	☐	☐	☐	☐
difficulty of retraining qualified women.	☐	☐	☐	☐	☐	☐
absence of women in high administrative positions.	☐	☐	☐	☐	☐	☐
lack of desire on the part of the faculty.	☐	☐	☐	☐	☐	☐
7. Obstacles to achieving racial-ethnic balance on this campus with respect to the faculty and staff are:						
the scarcity of faculty from these groups who are interested in teaching on this campus.	☐	☐	☐	☐	☐	☐
the scarcity of qualified faculty from these groups.	☐	☐	☐	☐	☐	☐
lack of interest in recruiting faculty from these groups.	☐	☐	☐	☐	☐	☐
difficulty of retraining qualified faculty from these groups.	☐	☐	☐	☐	☐	☐
absence of top administrators from these groups.	☐	☐	☐	☐	☐	☐
lack of desire on the part of the faculty.	☐	☐	☐	☐	☐	☐

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DEMOGRAPHIC BACKGROUND

Please share some information with us about your personal and educational background by checking the response that applies to you or by filling in the blanks on the questions below.

1. I am from the following racial-ethnic background. (If you are from a multi-racial or multi-ethnic background, please check all that apply):
   - ☐ American Indian/Native American Please specify tribe: ______________________
   - ☐ Black/African-American/African
   - ☐ Chinese/Chinese-American
   - ☐ Cuban/Cuban-American
   - ☐ Filipino/Pilipino/Filipino-American
   - ☐ Japanese/Japanese-American
   - ☐ Mexican-American/Chicano
   - ☐ Pacific Islander Please specify island group: ______________________
   - ☐ Pakistani/East Indian
   - ☐ Puerto Rican
   - ☐ White/Caucasian, including Middle Eastern (If you identify with a specific ethnic group, please specify:) ______________________
   - ☐ Other Asian, excluding Middle Eastern Please specify: ______________________
   - ☐ Other Latin/Central American Please specify: ______________________
   - ☐ Other please specify: ______________________

2. The highest educational level obtained by each of my parents was: (Please check the appropriate space for each parent.)

	Father	Mother
Some high school work.	☐	☐
Completed high school.	☐	☐
Some college work.	☐	☐
Received an Associate's Degree.	☐	☐
Received a Bachelor's Degree.	☐	☐
Some graduate work.	☐	☐
Received a teaching credential.	☐	☐
Received a Master's Degree.	☐	☐
Received a law degree (J.D.), medical degree (M.D.), or Ph.D.	☐	☐
I don't know.		

3. My age is: ________.

4. My sex is: ☐ Female ☐ Male

5. My primary language is: ______________________.

6. I currently live:
   - ☐ with my parent(s) or relative(s).
   - ☐ in a residence hall.
   - ☐ in other student housing.
   - ☐ under other circumstances (Please specify: ______________________).

7. While attending this campus, I have lived: (Please check all that apply.)
   - ☐ with my parent(s) or relative(s).
   - ☐ In a private home, apartment, or room.
   - ☐ In a fraternity or sorority house.
   - ☐ In an apartment with one or more roommates.
   - ☐ In an apartment alone.
   - ☐ with my spouse.

8. I am currently in my:
   - ☐ 1st semester
   - ☐ 2nd semester
   - ☐ 3rd semester
   - ☐ 4th semester
   - ☐ 5th semester
   - ☐ 6th semester

9. I am currently taking _____ course units.

10. I currently work _____ hours per week.

11. My major or intended field of study is: ____

12. I have attended other colleges and universities ☐ Yes ☐ No (If so, please name them.)

____

____

13. My educational goals are: (Please check all that apply.)
   - ☐ specific courses (no degree plans).
   - ☐ vocational certificate
   - ☐ Associate's Degree.
   - ☐ Bachelor's Degree.
   - ☐ Master's Degree.
   - ☐ professional degree (J.D., M.D., etc.)
   - ☐ Ph.D. or other doctoral degree
   - ☐ undecided
   - ☐ other (Please specify: ____)

14. I participate in the following campus organizations, teams, or clubs: (Please check all that apply.)
   - ☐ activity-specific organization (for example, Debate Team or Chess Club).
   - ☐ athletic team (for example, volleyball, baseball).
   - ☐ discipline-specific club (for example, Math Club or History Club).
   - ☐ fraternity or sorority.
   - ☐ intramural sports team.
   - ☐ musical or theater group.
   - ☐ political club.
   - ☐ racial-ethnic organization (for example, MEChA or Black Student Union).
   - ☐ student government.
   - ☐ others (Please specify: ____)

Thank you for your assistance.

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ITEMS FOR FACULTY

General Section

Choosing a College

Faculty Life

Interaction with Students

Campus Life

Campus Administrative Leadership

The Surrounding Community

Satisfaction with the Campus

Attitudes

Demographic Background

Choosing a College

Everyone chooses a college for different reasons. We are interested in knowing why you chose to be a faculty member at this campus. Below you will find a list of possible reasons for deciding to work here.

1. This campus appealed to me because:
(Please check all your reasons why you chose this campus)
☐ I had friends and colleagues who were faculty members here.
☐ The student body was racially and ethnically diverse.
☐ The faculty was racially and ethnically diverse.
☐ The academic quality of the student body was excellent.
☐ The campus' academic reputation in general was excellent.
☐ The campus' academic reputation in my department was excellent.
☐ The campus' social reputation was excellent.
☐ The location of the campus met my needs.
☐ The campus had the resources and facilities that I needed for my work.
☐ The compensation package was attractive.
☐ I visited and liked the campus.
☐ I liked the mission of the campus.
☐ Other reasons. Please specify: ______________________________

Now we would like to know what your expectations were when you chose to become a faculty member on this campus.

2. Please check the response that indicates the level of importance that you gave to each of the following possible expectations for choosing to work at this college.

I came to this campus because I expected to:	Very Important	Important	Neutral	Unimportant	Very Unimportant	Does Not Apply/ No Opinion
pursue research interests collaboratively with other faculty members.	☐	☐	☐	☐	☐	☐
pursue my research interests using facilities and equipment here.	☐	☐	☐	☐	☐	☐
teach academically superior students.	☐	☐	☐	☐	☐	☐
teach students from the entire spectrum of racial-ethnic groups.	☐	☐	☐	☐	☐	☐
participate in community service activities of interest to me.	☐	☐	☐	☐	☐	☐
teach students who could benefit from my instruction.	☐	☐	☐	☐	☐	☐
obtain financial support to pursue my research interests.	☐	☐	☐	☐	☐	☐
increase the number of students from the entire spectrum of racial-ethnic groups.	☐	☐	☐	☐	☐	☐
enjoy academic freedom through a structure of shared governance.	☐	☐	☐	☐	☐	☐
become involved in the work of the Academic Senate.	☐	☐	☐	☐	☐	☐
gain in other respects.	☐	☐	☐	☐	☐	☐

Please specify: ______________________________

3. Please describe your perceptions of this campus *prior to becoming a faculty member here*. For each pair of adjectives, please circle the X closest to your word for describing this campus.)

Comfortable	X	X	X	X	X	Uncomfortable
Friendly	X	X	X	X	X	Hostile
Tense	X	X	X	X	X	Relaxed
Cold	X	X	X	X	X	Warm
Communicative	X	X	X	X	X	Reserved
Enjoyable	X	X	X	X	X	Unenjoyable
Concerned	X	X	X	X	X	Indifferent
Disrespectful	X	X	X	X	X	Respectful
Cooperative	X	X	X	X	X	Competitive
Sensitive	X	X	X	X	X	Insensitive
Welcoming	X	X	X	X	X	Unwelcoming
Unsupportive	X	X	X	X	X	Supportive
Hospitable	X	X	X	X	X	Inhospitable
Hard	X	X	X	X	X	Easy
Accepting	X	X	X	X	X	Unaccepting
Tolerant	X	X	X	X	X	Intolerant
Structured	X	X	X	X	X	Flexible
Open	X	X	X	X	X	Closed
Bureaucratic	X	X	X	X	X	Non-Bureaucratic

FACULTY LIFE

We would like to learn about various experiences that you may have had on campus with respect to your departmental and campus faculty colleagues.

1. Please check the response that indicates the approximate number of hours in a typical week that you spend on each of these activities:

	None	Under 3	5-8	9-12	13-17	Over 17
preparing for and teaching classes or labs.	☐	☐	☐	☐	☐	☐
holding office hours.	☐	☐	☐	☐	☐	☐
grading papers.	☐	☐	☐	☐	☐	☐
advising students on academic matters.	☐	☐	☐	☐	☐	☐
serving students on personal matters.	☐	☐	☐	☐	☐	☐
serving on campus committees.	☐	☐	☐	☐	☐	☐
working on research or reading in my field.	☐	☐	☐	☐	☐	☐
handling administrative matters.	☐	☐	☐	☐	☐	☐
making presentations on and/or off campus.	☐	☐	☐	☐	☐	☐
talking to faculty about gender, race or ethnicity issues.	☐	☐	☐	☐	☐	☐
talking to students about issues of gender, race, or ethnicity.	☐	☐	☐	☐	☐	☐
volunteering my services in the surrounding community.	☐	☐	☐	☐	☐	☐

Please indicate if you have had each of the following experiences since coming to this college. If you have not had a specific experience, please check the category "Don't Know/Not Applicable".

	Yes	No	Don't Know/Not Applicable
2. My teaching skills are:			
understood by faculty colleagues.	☐	☐	☐
appreciated by faculty colleagues.	☐	☐	☐
judged on relevant academic criteria by colleagues.	☐	☐	☐
3. My research is:			
understood by faculty colleagues.	☐	☐	☐
appreciated by faculty colleagues.	☐	☐	☐
judged on relevant academic criteria by colleagues.	☐	☐	☐
4. In comparison to my faculty colleagues:			
I spend more time providing service to the campus (such as by advising students and serving on committees).	☐	☐	☐
I spend less time pursuing my academic interests.	☐	☐	☐
I serve on more campus committees.	☐	☐	☐
I am more involved with the Academic Senate.	☐	☐	☐

Please indicate if you have had each of the following experiences since coming to this college. If you have not had a specific experience, please check the category "Don't Know/Not Applicable."

	Yes	No	Don't Know/Not Applicable
5. In tenure decisions on this campus:			
I have sufficient opportunities to meet with my chair.	☐	☐	☐
I receive adequate mentoring to succeed here.	☐	☐	☐
I receive adequate advice on tenure and promotion.	☐	☐	☐
my service to the campus is considered.	☐	☐	☐
my colleagues make clear their expectations.	☐	☐	☐
promotional standards are clearly defined across all levels (e.g., department, College, Senate committees).	☐	☐	☐
faculty opening critical of the administration have no cause to feel retribution	☐	☐	☐
it is based primarily on teaching excellence.	☐	☐	☐
it is based primarily on public service.	☐	☐	☐
it is based primarily on enhancing the success of students from the groups traditionally underrepresented in higher education.	☐	☐	☐
faculty openly critical of the the administration have cause to feel retribution.	☐	☐	☐
6. My relationship with other faculty is:			
conducive to my professional development.	☐	☐	☐
based upon a common set of interests.	☐	☐	☐
uncomfortable with those of other racial-ethnic groups.	☐	☐	☐
uncomfortable with those of my opposite gender.	☐	☐	☐
comfortable with those of my gender.	☐	☐	☐
comfortable with those of my racial-ethnic group.	☐	☐	☐
primarily through campus committees.	☐	☐	☐
7. There is adequate information to orient new faculty on this campus to:			
the campus in general.	☐	☐	☐
campus policies and procedures	☐	☐	☐
departmental policies and procedures.	☐	☐	☐
the nature of the student body.	☐	☐	☐
the mission of the institution.	☐	☐	☐
8. My relationship with other faculty includes:			
team teaching.	☐	☐	☐
collaborative research.	☐	☐	☐
personal acquaintanceships.	☐	☐	☐
social interaction on campus.	☐	☐	☐
social interaction off campus.	☐	☐	☐
9. I feel pressure on this campus to:			
socialize only with people of my racial-ethnic group.	☐	☐	☐
participate in campus activities related to my culture.	☐	☐	☐
do research related to my racial-ethnic group.	☐	☐	☐
do research related to my gender.	☐	☐	☐
be a spokesperson for my racial-ethnic group.	☐	☐	☐
represent my racial-ethnic group on campuswide committees.	☐	☐	☐
represent my gender on campuswide committees.	☐	☐	☐
be a spokesperson for my gender.	☐	☐	☐
not do research related to my racial-ethnic group.	☐	☐	☐
not do research related to my gender.	☐	☐	☐

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Items for Faculty

Please indicate if you have had each of the following experiences since coming to this college. If you have not had a specific experience, please check the category "Don't Know/Not Applicable."

	Yes	No	Don't Know/Not Applicable
10. I collaborate professionally with faculty of:			
my racial-ethnic group.	☐	☐	☐
other racial-ethnic groups.	☐	☐	☐
my gender.	☐	☐	☐
my opposite gender.	☐	☐	☐
11. I interact socially with faculty of:			
my racial-ethnic group.	☐	☐	☐
other racial-ethnic groups.	☐	☐	☐
my gender.	☐	☐	☐
my opposite gender.	☐	☐	☐
12. Professional development activities are available on the campus for:			
tenured faculty.	☐	☐	☐
tenure-track faculty.	☐	☐	☐
non-tenure track faculty.	☐	☐	☐
faculty from backgrounds traditionally underrepresented on campus.	☐	☐	☐

13. My faculty colleagues include professors who are: (Please check all that apply)

- ☐ African-American/Black
- ☐ American Indian/Native American
- ☐ Asian/Pacific Islander
- ☐ Chicano/Latino/Hispanic
- ☐ White/Caucasian
- ☐ Women
- ☐ Men

Please indicate your general perception about faculty members on your campus.

	Yes	No	Don't Know/Not Applicable
14. Faculty who are engaged in activities to promote the education of students from racial-ethnic groups historically underrepresented in higher education are:			
seldom promoted to tenure rank.	☐	☐	☐
given release time.	☐	☐	☐
overburdened with committee assignments.	☐	☐	☐
selected to be administrators.	☐	☐	☐
rewarded financially.	☐	☐	☐
asked to work in programs that serve those student groups only.	☐	☐	☐
selected only to satisfy affirmative action guidelines.	☐	☐	☐
chosen to represent the campus in the local community.	☐	☐	☐
given non-financial rewards on campus.	☐	☐	☐
stigmatized by their colleagues.	☐	☐	☐
often promoted to tenure rank.	☐	☐	☐

Please indicate your general perception about faculty members on your campus.

	Yes	No	Don't Know/Not Applicable
15. Faculty act as though they think the students prepared for college on campus are:			
all those enrolled.	☐	☐	☐
only those who meet specific admissions requirements.	☐	☐	☐
only those who are outstanding scholars.	☐	☐	☐
only those of their own sex.	☐	☐	☐
only those of their opposite sex.	☐	☐	☐
from both sexes.	☐	☐	☐
only those from my racial-ethnic group.	☐	☐	☐
only those from racial-ethnic groups other than mine.	☐	☐	☐
only those from their racial-ethnic group.	☐	☐	☐
from all racial-ethnic groups.	☐	☐	☐
16. Faculty act as though the students that they are most pleased to see on campus are:			
all those enrolled.	☐	☐	☐
only those who meet specific admissions requirements.	☐	☐	☐
only those who are outstanding scholars.	☐	☐	☐
only those of their own sex.	☐	☐	☐
only those of their opposite sex.	☐	☐	☐
from both sexes.	☐	☐	☐
only those from my racial-ethnic group.	☐	☐	☐
only those from racial-ethnic groups other than mine.	☐	☐	☐
only those from their racial-ethnic group.	☐	☐	☐
from all racial-ethnic groups.	☐	☐	☐
17. Faculty act as though the students that they are most comfortable teaching on campus are:			
all those enrolled on the campus.	☐	☐	☐
only those who meet specific admission requirements.	☐	☐	☐
only those who are outstanding scholars.	☐	☐	☐
only those of their own sex.	☐	☐	☐
only those of their opposite sex.	☐	☐	☐
from both sexes.	☐	☐	☐
only those from my racial-ethnic group.	☐	☐	☐
only those from racial-ethnic groups other than mine.	☐	☐	☐
only those from their racial-ethnic group.	☐	☐	☐
from all racial-ethnic groups.	☐	☐	☐
only those who adhere to standard behavorial patterns.	☐	☐	☐
18. Faculty on campus generally incorporate:			
material acknowledging women's societal contributions.	☐	☐	☐
material acknowledging societal contributions made by the entire spectrum of racial-ethnic groups.	☐	☐	☐
multicultural perspectives on issues.	☐	☐	☐

Items for Faculty

Please indicate your general perception about faculty members on your campus.

19. Faculty on this campus act as though they are:	Yes	No	Don't Know/Not Applicable
aware of the importance of teaching students from the entire spectrum of racial-ethnic groups.	☐	☐	☐
aware of the difficulties that students from specific racial-ethnic groups may face in succeeding in college.	☐	☐	☐
resentful of efforts to develop a student body that represents the entire spectrum of racial-ethnic groups.	☐	☐	☐
supportive of students from the entire spectrum of racial-ethnic groups.	☐	☐	☐
supportive of women students.	☐	☐	☐
willing, when appropriate, to incorporate racial, ethnic, and gender perspectives into their courses.	☐	☐	☐
willing to mentor students from the entire spectrum of racial-ethnic groups.	☐	☐	☐
willing to mentor women students.	☐	☐	☐
20. Faculty regard campus programs for students from backgrounds traditionally underrepresented in higher education as:			
remedial in nature.	☐	☐	☐
critical to the institution's mission.	☐	☐	☐
effective educationally.	☐	☐	☐
a drain on institutional resources.	☐	☐	☐
assisting only students underprepared for college work.	☐	☐	☐
a stigma on the institution's prestige.	☐	☐	☐

Interaction with Students

In this section, we want to learn about your role as a teacher of students on this campus.

Please indicate if you have had each of the following experiences since coming to this college. If you have not had a specific experience, please check the category "Don't Know/Not Applicable."

	Yes	No	Don't Know/Not Applicable
1. I advise students who are of:			
my gender.	☐	☐	☐
my opposite gender.	☐	☐	☐
my racial-ethnic group.	☐	☐	☐
the entire spectrum of racial-ethnic groups.	☐	☐	☐
2. I mentor students who are of:			
my gender.	☐	☐	☐
my opposite gender.	☐	☐	☐
my racial-ethnic group.	☐	☐	☐
the entire spectrum of racial-ethnic groups.	☐	☐	☐
3. The students I teach who are most prepared for college tend to be:			
women.	☐	☐	☐
men.	☐	☐	☐
unable to be classified in terms of a particular gender.	☐	☐	☐
of my racial-ethnic group.	☐	☐	☐
of a racial-ethnic group other than mine.	☐	☐	☐
of the entire spectrum of racial-ethnic groups.	☐	☐	☐
unable to be classified in terms of a particular racial-ethnic group.	☐	☐	☐
4. The students I teach who are least prepared for college tend to be:			
women.	☐	☐	☐
men.	☐	☐	☐
unable to be classified in terms of a particular gender.	☐	☐	☐
of my racial-ethnic group.	☐	☐	☐
of a racial-ethnic group other than mine.	☐	☐	☐
of the entire spectrum of racial-ethnic groups.	☐	☐	☐
unable to be classified in terms of a particular racial-ethnic group.	☐	☐	☐
5. My courses incorporate:			
material acknowledging women's societal contributions.	☐	☐	☐
material acknowledging societal contributions made by the entire	☐	☐	☐
spectrum of racial-ethnic groups.	☐	☐	☐
multicultural perspectives on issues.	☐	☐	☐
6. I discuss issues in my courses relevant to students of:			
my gender.	☐	☐	☐
my opposite gender.	☐	☐	☐
my racial-ethnic group.	☐	☐	☐
the entire spectrum of racial-ethnic groups.	☐	☐	☐
7. I collaborate professionally with students of:			
my gender.	☐	☐	☐
my opposite gender.	☐	☐	☐
my racial-ethnic group.	☐	☐	☐
the entire spectrum of racial-ethnic groups.	☐	☐	☐

Campus Life

A major part of a faculty member's life on campus involves getting to know other people, including faculty colleagues, campus administrators and staff, and students. In this section, we want to learn about your participation and involvement with other campus participants.

1. Approximately what percent of the students on this campus are:

	Less than 10%	10%-25%	25%-50%	50%-75%	Over 75%	Don't Know
Asian	☐	☐	☐	☐	☐	☐
Black	☐	☐	☐	☐	☐	☐
Latino	☐	☐	☐	☐	☐	☐
Native American/American Indian	☐	☐	☐	☐	☐	☐
White	☐	☐	☐	☐	☐	☐

2. Approximately what percent of the faculty on this campus are:

	Less than 10%	10%-25%	25%-50%	50%-75%	Over 75%	Don't Know
Asian	☐	☐	☐	☐	☐	☐
Black	☐	☐	☐	☐	☐	☐
Latino	☐	☐	☐	☐	☐	☐
Native American/American Indian	☐	☐	☐	☐	☐	☐
White	☐	☐	☐	☐	☐	☐

3. Approximately what percent of the students on this campus are:

	Less than 10%	10%-25%	25%-50%	50%-75%	Over 75%	Don't Know
Asian	☐	☐	☐	☐	☐	☐
Black	☐	☐	☐	☐	☐	☐
Latino	☐	☐	☐	☐	☐	☐
Native American/American Indian	☐	☐	☐	☐	☐	☐
White	☐	☐	☐	☐	☐	☐

4. Approximately what percent of the staff on this campus are:

	Less than 10%	10%-25%	25%-50%	50%-75%	Over 75%	Don't Know
Asian	☐	☐	☐	☐	☐	☐
Black	☐	☐	☐	☐	☐	☐
Latino	☐	☐	☐	☐	☐	☐
Native American/American Indian	☐	☐	☐	☐	☐	☐
White	☐	☐	☐	☐	☐	☐

Items for Faculty

We want to learn about the experiences that you have had generally on this campus. Please indicate if you have had the following experiences since coming to this college, or if not, please check the category "Don't Know/Not Applicable."

	Yes	No	Don't Know/Not Applicable
5. When I am treated politely on campus, it is generally by:			
faculty of my racial-ethnic group.	☐	☐	☐
faculty of other racial-ethnic groups.	☐	☐	☐
faculty of all racial-ethnic groups.	☐	☐	☐
faculty of my sex.	☐	☐	☐
faculty of my opposite sex.	☐	☐	☐
both male and female faculty.	☐	☐	☐
students.	☐	☐	☐
campus police.	☐	☐	☐
people from the community surrounding the campus.	☐	☐	☐
specific campus administrators or personnel. Please specify: ____________________			
non-teaching personnel. Please specify: ____________________			
6. When I am treated rudely on campus, it is generally by:			
faculty of my racial-ethnic group.	☐	☐	☐
faculty of other racial-ethnic groups.	☐	☐	☐
faculty of all racial-ethnic groups.	☐	☐	☐
faculty of my sex.	☐	☐	☐
faculty of my opposite sex.	☐	☐	☐
both male and female faculty.	☐	☐	☐
students.	☐	☐	☐
campus police.	☐	☐	☐
people from the community surrounding the campus.	☐	☐	☐
specific campus administrators or personnel. Please specify: ____________________			
7. I have seen or heard about campus events where:			
specific racial-ethnic groups are portrayed positively.	☐	☐	☐
specific racial-ethnic groups are portrayed negatively.	☐	☐	☐
women in general are portrayed positively.	☐	☐	☐
women in general are portrayed negatively.	☐	☐	☐
men in general are portrayed positively.	☐	☐	☐
men in general are portrayed negatively.	☐	☐	☐
8. I have seen or heard about racist behavior initiated by:			
non-teaching personnel of my racial-ethnic group.	☐	☐	☐
non-teaching personnel of other racial-ethnic groups.	☐	☐	☐
faculty of my racial-ethnic group.	☐	☐	☐
faculty of other racial-ethnic groups.	☐	☐	☐
students of my racial-ethnic group.	☐	☐	☐
students of other racial-ethnic groups.	☐	☐	☐
people from the community surrounding the campus.	☐	☐	☐

Please indicate if you have had each of the following experiences since coming to this college. If you have not had a specific experience, please check the category "Don't Know/Not Applicable".

	Yes	No	Don't Know/Not Applicable
9. I have seen or heard about sexist behavior initiated by:			
non-teaching personnel of my sex.	☐	☐	☐
non-teaching personnel of the opposite sex.	☐	☐	☐
faculty of my sex.	☐	☐	☐
faculty of the opposite sex.	☐	☐	☐
students of my sex.	☐	☐	☐
students of the opposite sex.	☐	☐	☐
people from the community surrounding the campus.	☐	☐	☐
10. I have seen on campus:			
books in the library written from a variety of racial, ethnic, or cultural viewpoints.	☐	☐	☐
textbooks in the bookstore written from a variety of racial, ethnic, or cultural viewpoints.	☐	☐	☐
art reflecting various racial-ethnic cultures.	☐	☐	☐
negative graffiti about women.	☐	☐	☐
negative graffiti about certain racial-ethnic groups.	☐	☐	☐
11. Campus activities in which I participated that have increased my sensitivity to other racial-ethnic groups are:			
informal discussions with others on campus.	☐	☐	☐
orientation programs.	☐	☐	☐
lectures.	☐	☐	☐
conferences and workshops.	☐	☐	☐
committee assignments.	☐	☐	☐
reading books.	☐	☐	☐
special events (cultural celebrations, etc.).	☐	☐	☐
plays or movies.	☐	☐	☐
concerts.	☐	☐	☐
athletic events.	☐	☐	☐
others. Please specify: ______			
12. Campus activities in which I participated that have increased my sensitivity to women's issues are:			
informal discussions with others on campus.	☐	☐	☐
orientation programs.	☐	☐	☐
lectures.	☐	☐	☐
conferences and workshops.	☐	☐	☐
committee assignments.	☐	☐	☐
reading books.	☐	☐	☐
special events (cultural celebrations, etc.).	☐	☐	☐
plays or movies.	☐	☐	☐
concerts.	☐	☐	☐
athletic events.	☐	☐	☐
others. Please specify: ______			

Items for Faculty

Please check the response that indicates the extent to which you have had each of the following experiences since coming to this college.

	Almost Always	Frequently	Sometimes	Rarely	Almost Never	Not Applicable/ No Opinion
13. I see materials in campus media that increase my understanding of individuals based on:						
their race or ethnicity.	☐	☐	☐	☐	☐	☐
their sex.	☐	☐	☐	☐	☐	☐
their academic preparation for college.	☐	☐	☐	☐	☐	☐
whether they met specific admissions requirements.	☐	☐	☐	☐	☐	☐
other reasons. Please specify: ______						
14. I see materials in campus media in which individuals are stereotyped based on:						
their race or ethnicity.	☐	☐	☐	☐	☐	☐
their sex.	☐	☐	☐	☐	☐	☐
their academic preparation for college.	☐	☐	☐	☐	☐	☐
whether they met specific admissions requirements.	☐	☐	☐	☐	☐	☐
other reasons. Please specify: ______						
15. Campus security employees respond to faculty by:						
assisting us.	☐	☐	☐	☐	☐	☐
assisting those from their own racial-ethnic groups.	☐	☐	☐	☐	☐	☐
assisting those from racial-ethnic groups other than their own.	☐	☐	☐	☐	☐	☐
harassing us.	☐	☐	☐	☐	☐	☐
harassing those from their own racial-ethnic groups.	☐	☐	☐	☐	☐	☐
harassing those from racial-ethnic groups other than their own.	☐	☐	☐	☐	☐	☐
16. If I have felt discriminated against on the campus, it is because of:						
my race or ethnicity.	☐	☐	☐	☐	☐	☐
my sex.	☐	☐	☐	☐	☐	☐
whether I have met specific admissions requirements.	☐	☐	☐	☐	☐	☐
other reasons. Please specify: ______						
17. If I have felt discriminated against on the campus, it is by:						
non-teaching personnel.	☐	☐	☐	☐	☐	☐
faculty.	☐	☐	☐	☐	☐	☐
students.	☐	☐	☐	☐	☐	☐
teaching assistants/instructional assistants.	☐	☐	☐	☐	☐	☐
people in the surrounding community.	☐	☐	☐	☐	☐	☐
18. If I have felt discriminated against on the campus, it is by people of:						
my racial-ethnic group.	☐	☐	☐	☐	☐	☐
other racial-ethnic groups.	☐	☐	☐	☐	☐	☐
my sex.	☐	☐	☐	☐	☐	☐
the opposite sex.	☐	☐	☐	☐	☐	☐

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Campus Administrative Leadership

We want to learn of your perception of the campus administrative leadership.

Please check the response that indicates the extent to which you have had each of the following experiences since coming to this college.

	Almost Always	Frequently	Sometimes	Rarely	Almost Never	Not Applicable/ No Opinion
1. Administrators on this campus act as though they are:						
aware of the importance of educating students from the entire spectrum of racial-ethnic groups.	☐	☐	☐	☐	☐	☐
aware of the difficulties that students from specific racial-ethnic groups may face in succeeding in college.	☐	☐	☐	☐	☐	☐
resentful of efforts to develop a student body that represents the entire spectrum of racial-ethnic groups.	☐	☐	☐	☐	☐	☐
supportive of students from the entire spectrum of racial-ethnic groups.	☐	☐	☐	☐	☐	☐
supportive of women students.	☐	☐	☐	☐	☐	☐
willing to mentor faculty from the entire spectrum or racial-ethnic groups.	☐	☐	☐	☐	☐	☐
willing to mentor women faculty.	☐	☐	☐	☐	☐	☐
resentful of efforts to develop a faculty that represents the entire spectrum of racial-ethnic groups.	☐	☐	☐	☐	☐	☐
aware of the difficulties that faculty from specific racial-ethnic groups may face in succeeding in this institution.	☐	☐	☐	☐	☐	☐
supportive of faculty from the entire spectrum or racial-ethnic groups.	☐	☐	☐	☐	☐	☐
supportive of women faculty.	☐	☐	☐	☐	☐	☐
obstructive to the extent permitted by the law.	☐	☐	☐	☐	☐	☐
2. Administrators provide leadership on issues that affect:						
academic freedom.	☐	☐	☐	☐	☐	☐
campus governance.	☐	☐	☐	☐	☐	☐
the quality of teaching.	☐	☐	☐	☐	☐	☐
the quality of research.	☐	☐	☐	☐	☐	☐
the quality of public service.	☐	☐	☐	☐	☐	☐
campus life for faculty.	☐	☐	☐	☐	☐	☐
campus life for students.	☐	☐	☐	☐	☐	☐
the education of women.	☐	☐	☐	☐	☐	☐
the education of students from the entire spectrum of racial-ethnic groups.	☐	☐	☐	☐	☐	☐
the racial-ethnic diversity of the faculty.	☐	☐	☐	☐	☐	☐
the gender diversity of the faculty.	☐	☐	☐	☐	☐	☐

Items for Faculty

Please check the response that indicates the extent to which you have had each of the following experiences since coming to this college.

3. Campus administrators behave as though a high priority for them is to:

	Almost Always	Frequently	Sometimes	Rarely	Almost Never	Not Applicable/ No Opinion
enhance the prestige of the campus.	☐	☐	☐	☐	☐	☐
hire a high-quality faculty.	☐	☐	☐	☐	☐	☐
retain a high-quality faculty.	☐	☐	☐	☐	☐	☐
be responsive to the local community.	☐	☐	☐	☐	☐	☐
improve students' campus experiences.	☐	☐	☐	☐	☐	☐
increase the number of undergraduate students from the entire spectrum of racial-ethnic groups.	☐	☐	☐	☐	☐	☐
increase the number of students who graduate from the entire spectrum of racial-ethnic groups.	☐	☐	☐	☐	☐	☐
increase the number of graduate students from the entire spectrum of racial-ethnic groups.	☐	☐	☐	☐	☐	☐
educate students from the entire range of racial-ethnic groups because they believe that it is the educationally ethical thing to do.	☐	☐	☐	☐	☐	☐
educate students from the entire range of racial-ethnic groups because it is the politically correct thing to do.	☐	☐	☐	☐	☐	☐

4. Campus administrators provide resources to achieve progress in the area of:

	Almost Always	Frequently	Sometimes	Rarely	Almost Never	Not Applicable/ No Opinion
the quality of teaching.	☐	☐	☐	☐	☐	☐
the quality of research.	☐	☐	☐	☐	☐	☐
the quality of public service.	☐	☐	☐	☐	☐	☐
campus life for all faculty.	☐	☐	☐	☐	☐	☐
campus life for faculty from my racial-ethnic group.	☐	☐	☐	☐	☐	☐
campus life for all students.	☐	☐	☐	☐	☐	☐
campus life for students from my racial-ethnic group.	☐	☐	☐	☐	☐	☐
the education of women.	☐	☐	☐	☐	☐	☐
the education of all students.	☐	☐	☐	☐	☐	☐

5. Campus administrators behave as though they are responsive to the concerns of:

	Almost Always	Frequently	Sometimes	Rarely	Almost Never	Not Applicable/ No Opinion
faculty from the entire spectrum of racial-ethnic groups.	☐	☐	☐	☐	☐	☐
faculty from my racial-ethnic group only.	☐	☐	☐	☐	☐	☐
women faculty only.	☐	☐	☐	☐	☐	☐
men faculty only.	☐	☐	☐	☐	☐	☐

Please indicate either "Yes" or "No" if you have had experiences of these kinds since coming to this college. (If you have not had an actual experience with any of them or do not know of a specific incident, please check the category "Don't Know/Not Applicable.")

	Yes	No	Don't Know/Not Applicable
6. When *blatant* discrimination toward a person occurs based upon gender, race, or ethnicity, campus administrators respond by:			
dealing directly and immediately with the incident.	☐	☐	☐
limiting damage to the campus' reputation only.	☐	☐	☐
reaffirming the values and mores of the campus.	☐	☐	☐
redressing the affront to the affected individual.	☐	☐	☐
redressing the affront to the affected group.	☐	☐	☐
7. When *subtle* discrimination toward a person occurs based upon gender, race, or ethnicity, campus administrators respond by:			
dealing directly and immediately with the incident.	☐	☐	☐
limiting damage to the campus' reputation only.	☐	☐	☐
reaffirming the values and mores of the campus.	☐	☐	☐
redressing the affront to the affected individual.	☐	☐	☐
redressing the affront to the affected group.	☐	☐	☐
8. A general policy on campus conduct is:			
codified, including sanctions for violations.	☐	☐	☐
established on an ad hoc basis.	☐	☐	☐
communicated effectively throughout the campus.	☐	☐	☐
enforced when violations occur.	☐	☐	☐
ignored when violations occur.	☐	☐	☐
9. Specific campus policies on discrimination are:			
codified, including sanctions for violations.	☐	☐	☐
established on an ad hoc basis.	☐	☐	☐
communicated effectively throughout the campus.	☐	☐	☐
enforced when violations occur.	☐	☐	☐
ignored when violations occur.	☐	☐	☐

The Surrounding Community

Oftentimes, the community in which a campus is located can have a major impact on a faculty member's experiences. We are interested in learning your feelings about the immediate area in which your campus is located. *(Please note: To add greater clarity to this question, the name of the local area surrounding the campus should be identified in this section and included in each question that refers to "local community").*

Please check the response that indicates the extent to which you have had each of the following experiences since coming to this college.

	Almost Always	Frequently	Sometimes	Rarely	Almost Never	Not Applicable/ No Opinion
1. The local community surrounding this campus responds to me generally by:						
being receptive.	☐	☐	☐	☐	☐	☐
accommodating my needs and interests.	☐	☐	☐	☐	☐	☐
hiring me to work in its businesses.	☐	☐	☐	☐	☐	☐
resenting my presence.	☐	☐	☐	☐	☐	☐
2. The local community surrounding this campus responds to campus personnel and students from racial-ethnic groups other than mine by:						
being receptive.	☐	☐	☐	☐	☐	☐
accommodating their needs and interests.	☐	☐	☐	☐	☐	☐
hiring them to work in its businesses.	☐	☐	☐	☐	☐	☐
resenting their presence.	☐	☐	☐	☐	☐	☐
3. Members of the police force in the local community respond to campus personnel and students by:						
assisting us.	☐	☐	☐	☐	☐	☐
assisting those from their own racial-ethnic groups.	☐	☐	☐	☐	☐	☐
assisting those from racial-ethnic groups other than their own.	☐	☐	☐	☐	☐	☐
harassing us.	☐	☐	☐	☐	☐	☐
harassing those from their own racial-ethnic groups.	☐	☐	☐	☐	☐	☐
harassing those from racial-ethnic groups other than their own.	☐	☐	☐	☐	☐	☐
4. The campus supports its personnel and students through:						
speaking on our behalf in the local community.	☐	☐	☐	☐	☐	☐
encouraging the local community to accommodate the needs of all campus personnel and students.	☐	☐	☐	☐	☐	☐
encouraging the local community to accommodate the needs of campus personnel and students from various racial-ethnic groups.	☐	☐	☐	☐	☐	☐
involving their families in its activities.	☐	☐	☐	☐	☐	☐
working with local organizations.	☐	☐	☐	☐	☐	☐
being involved in community forums.	☐	☐	☐	☐	☐	☐

other ways. Please specify: ____________________

Satisfaction with the Campus

Now the survey asks about your level of satisfaction and your general impression of this campus since accepting a faculty position here.

	Very Satisfied	Satisfied	Somewhat Satisfied	Dissatisfied	Very Dissatisfied	Not Important	Does Not Apply/ No Opinion
1. Please indicate your level of satisfaction with the progress you have made in each of the following areas:							
pursuing research interests collaboratively with other faculty.	☐	☐	☐	☐	☐	☐	☐
pursuing my research interests using facilities and equipment here.	☐	☐	☐	☐	☐	☐	☐
teaching academically superior students.	☐	☐	☐	☐	☐	☐	☐
teaching students from the entire spectrum of racial-ethnic groups.	☐	☐	☐	☐	☐	☐	☐
teaching students who could benefit from my instruction.	☐	☐	☐	☐	☐	☐	☐
participating in community service activities of interest to me.	☐	☐	☐	☐	☐	☐	☐
obtaining financial support to pursue my research interests.	☐	☐	☐	☐	☐	☐	☐
increasing the number of students from the entire spectrum of racial-ethnic groups.	☐	☐	☐	☐	☐	☐	☐
enjoying academic freedom through a shared governance structure.	☐	☐	☐	☐	☐	☐	☐
becoming involved in the work of the Academic Senate.	☐	☐	☐	☐	☐	☐	☐
gaining in other respects.	☐	☐	☐	☐	☐	☐	☐
Please specify: ____________________							
2. Please indicate your level of satisfaction with each of the following aspects of this campus:							
campus administrative leadership.	☐	☐	☐	☐	☐	☐	☐
campus facilities.	☐	☐	☐	☐	☐	☐	☐
campus life.	☐	☐	☐	☐	☐	☐	☐
child care service availability.	☐	☐	☐	☐	☐	☐	☐
faculty life.	☐	☐	☐	☐	☐	☐	☐
interaction with students.	☐	☐	☐	☐	☐	☐	☐
opportunities for collegiality.	☐	☐	☐	☐	☐	☐	☐
physical surroundings.	☐	☐	☐	☐	☐	☐	☐
surrounding community.	☐	☐	☐	☐	☐	☐	☐

Items for Faculty

3. Please indicate your level of satisfaction with the opportunities available for you on campus to:

	Very Satisfied	Satisfied	Somewhat Satisfied	Dissatisfied	Very Dissatisfied	Not Important	Does Not Apply/ No Opinion
learn about various cultures (e.g. Black History Month, International Women's Month, etc.).	☐	☐	☐	☐	☐	☐	☐
discuss issues related to differences among racial-ethnic groups.	☐	☐	☐	☐	☐	☐	☐
receive campus services when discriminated against because of your race, ethnicity, or sex.	☐	☐	☐	☐	☐	☐	☐
become more aware of needs of students from the entire spectrum of racial-ethnic groups.	☐	☐	☐	☐	☐	☐	☐
become more involved in issues of race, ethnicity, and gender.	☐	☐	☐	☐	☐	☐	☐

4. Please indicate your level of satisfaction with the opportunities available for faculty and campus personnel to:

	Very Satisfied	Satisfied	Somewhat Satisfied	Dissatisfied	Very Dissatisfied	Not Important	Does Not Apply/ No Opinion
be evaluated on the basis of the help they give to students from various racial-ethnic groups.	☐	☐	☐	☐	☐	☐	☐
become aware of the needs of students from various racial-ethnic groups.	☐	☐	☐	☐	☐	☐	☐
become involved in issues of race, ethnicity, and sexual equality.	☐	☐	☐	☐	☐	☐	☐
become campus leaders if they are women.	☐	☐	☐	☐	☐	☐	☐
become campus leaders irrespective of their racial-ethnic background.	☐	☐	☐	☐	☐	☐	☐
be hired from the entire spectrum of racial-ethnic groups.	☐	☐	☐	☐	☐	☐	☐
be hired from racial-ethnic groups currently scarce on campus.	☐	☐	☐	☐	☐	☐	☐
be hired from my racial-ethnic group.	☐	☐	☐	☐	☐	☐	☐
be sensitive to the needs of students from my racial-ethnic background.	☐	☐	☐	☐	☐	☐	☐
be sensitive to women students.	☐	☐	☐	☐	☐	☐	☐
be sensitive to the needs of all students.	☐	☐	☐	☐	☐	☐	☐
promote the development of everyone's competence.	☐	☐	☐	☐	☐	☐	☐
develop their skills and knowledge.	☐	☐	☐	☐	☐	☐	☐

5. Please describe your feelings about how you are viewed on this campus. (For each pair of adjectives, please circle the "X" closest to your feeling about how you are viewed on this campus.)

Respected	X	X	X	X	X	Disrespected
Resented	X	X	X	X	X	Admired
Successful	X	X	X	X	X	Unsuccessful
Intelligent	X	X	X	X	X	Unintelligent
Demeaned	X	X	X	X	X	Valued
Appreciated	X	X	X	X	X	Worthless
Encouraged	X	X	X	X	X	Discouraged
Weak	X	X	X	X	X	Strong
Hard-Working	X	X	X	X	X	Lazy
Tolerated on Campus	X	X	X	X	X	Integral to the Campus

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6. Please describe your perceptions of this campus *since becoming a faculty member* here. (For each pair of adjectives, please circle the X closest to your word for describing this campus.)

Comfortable	X	X	X	X	X	Uncomfortable
Friendly	X	X	X	X	X	Hostile
Tense	X	X	X	X	X	Relaxed
Cold	X	X	X	X	X	Warm
Communicative	X	X	X	X	X	Reserved
Enjoyable	X	X	X	X	X	Unenjoyable
Concerned	X	X	X	X	X	Indifferent
Disrespectful	X	X	X	X	X	Respectful
Cooperative	X	X	X	X	X	Competitive
Sensitive	X	X	X	X	X	Insensitive
Welcoming	X	X	X	X	X	Unwelcoming
Unsupportive	X	X	X	X	X	Supportive
Hospitable	X	X	X	X	X	Inhospitable
Hard	X	X	X	X	X	Easy
Accepting	X	X	X	X	X	Unaccepting
Tolerant	X	X	X	X	X	Intolerant
Structured	X	X	X	X	X	Flexible
Open	X	X	X	X	X	Closed
Bureaucratic	X	X	X	X	X	Non-Bureaucratic

Attitudes

Now the survey asks your opinion on various educational issues, particularly as related to your experience at this college. Please check the response that indicates your level of agreement with each of the statements listed below.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Does Not Apply/ No Opinion
1. I prefer to teach students who are:						
academically well-prepared for college.	☐	☐	☐	☐	☐	☐
well-motivated for college.	☐	☐	☐	☐	☐	☐
in need of assistance to succeed in college.	☐	☐	☐	☐	☐	☐
of my racial-ethnic group.	☐	☐	☐	☐	☐	☐
of other racial-ethnic groups.	☐	☐	☐	☐	☐	☐
from my gender.	☐	☐	☐	☐	☐	☐
from the opposite gender.	☐	☐	☐	☐	☐	☐
oriented to pursue baccalaureate (B.A.)	☐	☐	☐	☐	☐	☐
oriented to pursue research careers.	☐	☐	☐	☐	☐	☐
2. All general education courses should include topics and examples:						
related specifically to women.	☐	☐	☐	☐	☐	☐
related to a variety of racial-ethnic groups.	☐	☐	☐	☐	☐	☐
in which people from various racial-ethnic groups interact positively.	☐	☐	☐	☐	☐	☐
multiple viewpoints on a particular topic.	☐	☐	☐	☐	☐	☐
3. Special programs and policies:						
are necessary to attract students to campus from a variety of racial-ethnic groups.	☐	☐	☐	☐	☐	☐
often result in the hiring of professors and college personnel who lack adequate qualifications.	☐	☐	☐	☐	☐	☐
lead to resentment among students.	☐	☐	☐	☐	☐	☐
lead to resentment among faculty members.	☐	☐	☐	☐	☐	☐
enhance the quality of the student body.	☐	☐	☐	☐	☐	☐
reduce the prestige of the campus.	☐	☐	☐	☐	☐	☐
lead to admission of underprepared students.	☐	☐	☐	☐	☐	☐
are necessary for the faculty to be representative of the student body.	☐	☐	☐	☐	☐	☐
are necessary for a campus to reflect the mix of racial-ethnic groups in the local community.	☐	☐	☐	☐	☐	☐
help to create a positive campus environment.	☐	☐	☐	☐	☐	☐
provide educational opportunities for students who have potential for college but do not meet specific admissions requirements.	☐	☐	☐	☐	☐	☐

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Please check the response that indicates your level of agreement with each of the statements listed below.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Does Not Apply/ No Opinion
4. The highest priority for this campus in hiring faculty should be:						
enhancing the prestige of the campus.	☐	☐	☐	☐	☐	☐
selecting the most qualified regardless of racial-ethnic group.	☐	☐	☐	☐	☐	☐
selecting those who are qualified and of the same racial-ethnic groups as the student body as a whole.	☐	☐	☐	☐	☐	☐
selecting those who are qualified and sensitive to students from the entire spectrum of racial-ethnic groups.	☐	☐	☐	☐	☐	☐
selecting those who are sensitive to the needs of students from the entire spectrum of racial-ethnic groups.	☐	☐	☐	☐	☐	☐
5. A high priority for me on this campus is that:						
I develop collegial relationships with other faculty.	☐	☐	☐	☐	☐	☐
I have sufficient time to conduct my research.	☐	☐	☐	☐	☐	☐
I interact with students and campus personnel from the entire spectrum of racial-ethnic groups.	☐	☐	☐	☐	☐	☐
academic quality be maintained.	☐	☐	☐	☐	☐	☐
goals be met in recruiting students from the entire spectrum of racial-ethnic groups.	☐	☐	☐	☐	☐	☐
maintenance of academic quality and recruitment of students from the entire spectrum or racial-ethnic groups be compatible goals.	☐	☐	☐	☐	☐	☐
I interact with students and campus personnel from my own racial-ethnic group						

Demographic Background

Please share some information with us about your personal and educational background by checking the response that applies to you or by filling in the blanks on the questions below.

1. I am from the following racial-ethnic background. (If you are from a multi-racial or multi-ethnic background, please check all that apply):

☐ American Indian/Native American. Please specify tribe: ____________________
☐ Black/African-American/African
☐ Chinese/Chinese-American
☐ Cuban/Cuban-American
☐ Filipino/Pilipino/Filipino-American
☐ Japanese/Japanese-American
☐ Mexican-American/Chicano
☐ Pacific Islander. Please specify island group: ____________________
☐ Pakistani/East Indian
☐ Puerto Rican
☐ White/Caucaisan, including Middle Eastern. If you identify with a specific ethnic group, please specify: ____________________
☐ Other Asian, excluding Middle Eastern. Please specify: ____________________
☐ Other Latin/Central American. Please specify: ____________________
Other. Please specify: ____________________

2. My gender is: ☐ Female ☐ Male

3. My present academic rank is:

☐ Professor.
☐ Associate Professor.
☐ Assistant Professor.
☐ Lecturer.
☐ Instructor.
☐ Researcher.
☐ Other. Please specify:

4. At the present time, the approximate percentage of my time that I devote to:

administration is ____________________
research is ____________________
teaching is ____________________
service to clients and patients is ____________________

5. The number of years I have spent on this campus is ____________________

6. My academic department is ____________________

7. My work status is: ☐ Full-time ☐ Part-time

ITEMS FOR STAFF

Choosing a College or University

Staff Life

Interaction with Students

Campus Life

Campus Administrative Leadership

The Surrounding Community

Satisfaction with the Campus

Attitudes

Demographic Background

Choosing A College or University

Everyone chooses a college for different reasons. We are interested in knowing why you chose to be a staff member at this campus. Below you will find a list of possible reasons for deciding to work here.

1. **This campus appealed to me because:**
   (Please check all your reasons why you chose this campus)
   - ☐ I had friends and colleagues who were staff members here.
   - ☐ The student body was racially and ethnically diverse
   - ☐ The staff was racially and ethnically diverse.
   - ☐ The academic quality of the student body was excellent.
   - ☐ The campus' academic reputation in general was excellent.
   - ☐ The campus' social reputation was excellent.
   - ☐ The location of the campus met my needs.
   - ☐ The campus provided an opportunity for career advancement.
   - ☐ The compensation package was attractive.
   - ☐ I visited and liked the campus.
   - ☐ The job conditions were beneficial for raising a family.
   - ☐ I was an alumnus of the campus.
   - ☐ I liked the mission and administrative philosophy of the campus.
   - ☐ Other reasons. Please specify: ____________________

Now we would like to know what your expectations were when you chose to become a staff member on this campus.

2. **Please check the response that indicates the level of importance that you gave to each of the following possible expectations for choosing to work at this college.**

I came to this campus because I expected to:	Very Important	Important	Neutral	Unimportant	Very Unimportant	Does Not Apply/ No Opinion
advance my career.	☐	☐	☐	☐	☐	☐
develop or participate in innovative student programs.	☐	☐	☐	☐	☐	☐
serve academically superior students.	☐	☐	☐	☐	☐	☐
serve students from the entire spectrum of racial-ethnic groups.	☐	☐	☐	☐	☐	☐
serve students who could benefit from my assistance.	☐	☐	☐	☐	☐	☐
participate in community service activities of interest to me.	☐	☐	☐	☐	☐	☐
work collaboratively with respected members of my profession.	☐	☐	☐	☐	☐	☐
increase the number of students from the entire spectrum of racial-ethnic groups.	☐	☐	☐	☐	☐	☐
further my education.	☐	☐	☐	☐	☐	☐
earn a competitive salary.	☐	☐	☐	☐	☐	☐
have job security.	☐	☐	☐	☐	☐	☐
gain in other respects.	☐	☐	☐	☐	☐	☐

(Please specify: ____________________

3. Please describe your perceptions of this campus *prior to becoming a staff member here*. (For each pair of adjectives, please circle the X closest to your word for describing this campus.)

Comfortable	X	X	X	X	X	Uncomfortable
Friendly	X	X	X	X	X	Hostile
Tense	X	X	X	X	X	Relaxed
Cold	X	X	X	X	X	Warm
Communicative	X	X	X	X	X	Reserved
Enjoyable	X	X	X	X	X	Unenjoyable
Concerned	X	X	X	X	X	Indifferent
Disrespectful	X	X	X	X	X	Respectful
Cooperative	X	X	X	X	X	Competitive
Sensitive	X	X	X	X	X	Insensitive
Welcoming	X	X	X	X	X	Unwelcoming
Unsupportive	X	X	X	X	X	Supportive
Hospitable	X	X	X	X	X	Inhospitable
Hard	X	X	X	X	X	Easy
Accepting	X	X	X	X	X	Unaccepting
Tolerant	X	X	X	X	X	Intolerant
Structured	X	X	X	X	X	Flexible
Open	X	X	X	X	X	Closed
Bureaucratic	X	X	X	X	X	Non-Bureaucratic

Staff Life

We would like to learn about various experiences that you may have had on campus with respect to your departmental and campuswide staff colleagues.

1. Please check the response that indicates the approximate number of hours in a typical week that you spend on each of these activities in your current job:

	None	Under 3	5-8	9-12	13-17	Over 17
advising students on academic matters.	☐	☐	☐	☐	☐	☐
advising students on personal matters.	☐	☐	☐	☐	☐	☐
serving on campus committees.	☐	☐	☐	☐	☐	☐
attending workshops and conferences.	☐	☐	☐	☐	☐	☐
attending meetings on campus.	☐	☐	☐	☐	☐	☐
handling administrative matters.	☐	☐	☐	☐	☐	☐
making presentations on and/or off campus.	☐	☐	☐	☐	☐	☐
talking to faculty about gender, race or ethnicity issues.	☐	☐	☐	☐	☐	☐
talking to students about issues of gender, race, or ethnicity.	☐	☐	☐	☐	☐	☐
volunteering my services in the surrounding community.	☐	☐	☐	☐	☐	☐
participating in student-focused activities that are part of my direct job responsibilities.	☐	☐	☐	☐	☐	☐
participating in student-focused activities that extend beyond my direct job responsibilities.	☐	☐	☐	☐	☐	☐

Please indicate if you have had each of the following experiences since coming to this college. If you have not had a specific experience, please check the category, "Don't Know/Not Applicable."

	Yes	No	Don't Know/Not Applicable
2. My contributions in my current job are:			
understood by staff members in my department.	☐	☐	☐
appreciated by staff members in my department.	☐	☐	☐
judged on relevant criteria by staff members in my department.	☐	☒	☐
understood by my supervisor.	☐	☐	☐
appreciated by my supervisor.	☐	☐	☐
judged on relevant criteria by my supervisor.	☐	☐	☐
understood by staff members on the campus.	☐	☐	☐
appreciated by staff members on the campus.	☐	☐	☐
judged on relevant criteria by staff members on the campus.	☐	☐	☐
3. In comparison to other staff members:			
I spend more time providing service to the campus (such as by advising students and serving on committees).	☐	☐	☐
I spend more time engaged in direct work-related tasks.	☐	☐	☐
I serve on more campus committees.	☐	☐	☐
I am more involved with students beyond the regular work day.	☐	☐	☐

Please indicate if you have had each of the following experiences since coming to this college. If you have not had a specific experience, please check the category "Don't Know/Not Applicable."

	Yes	No	Don't Know/Not Applicable
4. With respect to evaluation of my job performance:			
I have sufficient opportunities to meet with my supervisor.	☐	☐	☐
I receive adequate mentoring to succeed here.	☐	☐	☐
I receive adequate advice on promotional opportunities.	☐	☐	☐
my supervisor makes clear his or her expectations.	☐	☐	☐
my campuswide service is considered (e.g., advising students, serving on committees).	☐	☐	☐
other staff members make clear their expectations.	☐	☐	☐
staff members openly critical of the administration have no cause to feel retribution	☐	☐	☐
evaluative standards are clearly defined in my department.	☐	☐	☐
evaluative standards are clearly defined campuswide.	☐	☐	☐
it is based partially on enhancing the success of students from groups traditionally underrepresented in higher education.	☐	☐	☐
staff members openly critical of the administration have cause to feel retribution.	☐	☐	☐
5. My relationship with other staff members in my department is:			
conducive to my professional development.	☐	☐	☐
based upon a common set of interests.	☐	☐	☐
uncomfortable with those of the other racial-ethnic groups.	☐	☐	☐
uncomfortable with those of my opposite gender.	☐	☐	☐
comfortable with those of my gender.	☐	☐	☐
comfortable with those of my racial-ethnic group.	☐	☐	☐
job-related only.	☐	☐	☐
6. My relationship with other staff members campuswide is:			
conducive to my professional development.	☐	☐	☐
based upon a common set of interests.	☐	☐	☐
uncomfortable with those of other racial-ethnic groups.	☐	☐	☐
uncomfortable with those of my opposite gender.	☐	☐	☐
comfortable with those of my gender.	☐	☐	☐
comfortable with those of my racial-ethnic groups.	☐	☐	☐
job-related only.	☐	☐	☐
7. There is adequate information to orient new staff members here to:			
the campus in general.	☐	☐	☐
campus policies and procedures.	☐	☐	☐
departmental policies and procedures.	☐	☐	☐
the nature of the student body.	☐	☐	☐
the mission of the institution.	☐	☐	☐
8. My relationship with other staff members in my department includes:			
committee work.	☐	☐	☐
job-related activities only.	☐	☐	☐
personal acquaintanceships.	☐	☐	☐
social interaction on campus.	☐	☐	☐
social interaction off campus.	☐	☐	☐

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Items for Staff

Please indicate if you have had each of the following experiences since coming to this college. If you have not had a specific experience, please check the category "Don't Know/Not Applicable."

	Yes	No	Don't Know/Not Applicable
9. My relationship with other staff members campuswide includes:			
committee work.	☐	☐	☐
job-related activities only.	☐	☐	☐
personal acquaintanceships.	☐	☐	☐
social interaction on campus.	☐	☐	☐
social interaction off campus.	☐	☐	☐
10. I feel pressure on this campus to:			
socialize only with people of my racial-ethnic group.	☐	☐	☐
participate in campus activities related to my culture.	☐	☐	☐
particularly assist students who are of my racial-ethnic group.	☐	☐	☐
advocate for students who are of my racial-ethnic group.	☐	☐	☐
be a spokesperson for my racial-ethnic group.	☐	☐	☐
represent my racial-ethnic group on campuswide committees.	☐	☐	☐
particularly assist students who are of my gender.	☐	☐	☐
advocate for students who are of my gender.	☐	☐	☐
represent my gender on campuswide committees.	☐	☐	☐
be a spokesperson for my gender.	☐	☐	☐
11. I collaborate professionally with staff members of:			
my racial-ethnic group.	☐	☐	☐
other racial-ethnic groups.	☐	☐	☐
my gender.	☐	☐	☐
my opposite gender.	☐	☐	☐
12. I interact socially with staff members of:			
my racial-ethnic groups.	☐	☐	☐
other racial-ethnic groups.	☐	☐	☐
my gender.	☐	☐	☐
my opposite gender.	☐	☐	☐
13. Professional development activities are available on the campus for:			
administrators.	☐	☐	☐
managers.	☐	☐	☐
all staff members.	☐	☐	☐
only staff members who have reached a certain rank or level.	☐	☐	☐
support staff.	☐	☐	☐
14. If I were to apply for another position, it would be to:			
increase my compensation.	☐	☐	☐
increase my opportunities for growth.	☐	☐	☐
increase my responsibilities.	☐	☐	☐
gain greater appreciation from other staff members for my work.	☐	☐	☐
gain greater recognition from other staff members for my work.	☐	☐	☐
gain greater respect from other staff members for my work.	☐	☐	☐
enhance my compatibility with staff members with whom I would work directly.	☐	☐	☐
enhance the excitement that I feel about my work.	☐	☐	☐
gain greater sensitivity to my racial-ethnic background.	☐	☐	☐
gain greater sensitivity to my gender.	☐	☐	☐

15. Staff members in my department include individuals who are:
(Please check all that apply)
- ☐ African-American/Black.
- ☐ American Indian/Native American.
- ☐ Asian/Pacific Islander.
- ☐ Chicano/Latino/Hispanic.
- ☐ White/Caucasian.
- ☐ Female.
- ☐ Male.

16. My supervisor is:
(Please check all that apply)
- ☐ African-American/Black.
- ☐ American Indian/Native American.
- ☐ Asian/Pacific Islander.
- ☐ Chicano/Latino/Hispanic.
- ☐ White/Caucasian.
- ☐ Female.
- ☐ Male.

Please indicate your general perception about staff members on your campus.

17. Staff members who are engaged in activities to promote the education of students from racial-ethnic groups historically underrepresented in higher education are:	Yes	No	Don't Know/Not Applicable
seldom promoted.	☐	☐	☐
given release time.	☐	☐	☐
overburdened with committee assignments.	☐	☐	☐
selected to be administrators.	☐	☐	☐
rewarded financially.	☐	☐	☐
asked to work in programs that serve those student groups only.	☐	☐	☐
selected only to satisfy affirmative action guidelines.	☐	☐	☐
chosen to represent the campus in the local community.	☐	☐	☐
given non-financial rewards on campus.	☐	☐	☐
stigmatized by other staff members.	☐	☐	☐
often promoted.	☐	☐	☐
18. Staff members act as though they think the students prepared for college on campus are:			
all those enrolled.	☐	☐	☐
only those who meet specific admissions requirements.	☐	☐	☐
only those who are outstanding scholars.	☐	☐	☐
only those of their own sex.	☐	☐	☐
only those of their opposite sex.	☐	☐	☐
from both sexes.	☐	☐	☐
only those from my racial-ethnic group.	☐	☐	☐
only those from racial-ethnic groups other than mine.	☐	☐	☐
only those from their racial-ethnic group.	☐	☐	☐
from all racial-ethnic groups.	☐	☐	☐
only those who adhere to standard behavioral patterns.	☐	☐	☐

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	Yes	No	Don't Know/Not Applicable
19. Staff members act as though the students that they are most pleased to see on campus are:			
all those enrolled.	☐	☐	☐
only those who meet specific admissions requirements.	☐	☐	☐
only those who are outstanding scholars.	☐	☐	☐
only those of their own sex.	☐	☐	☐
only those of their opposite sex.	☐	☐	☐
from both sexes.	☐	☐	☐
only those from my racial-ethnic group.	☐	☐	☐
only those from racial-ethnic groups other than mine.	☐	☐	☐
only those from their racial-ethnic group.	☐	☐	☐
from all racial-ethnic groups.	☐	☐	☐
20. Staff members act as though the students that they are most comfortable serving on campus are:			
all those enrolled on the campus.	☐	☐	☐
only those who meet specific admissions requirements.	☐	☐	☐
only those who are outstanding scholars.	☐	☐	☐
only those of their own sex.	☐	☐	☐
only those of their opposite sex.	☐	☐	☐
from both sexes.	☐	☐	☐
only those from my racial-ethnic group.	☐	☐	☐
only those from racial-ethnic groups other than mine.	☐	☐	☐
only those from their racial-ethnic group.	☐	☐	☐
from all racial-ethnic groups.	☐	☐	☐
only those who adhere to standard behavioral patterns.	☐	☐	☐
21. Staff members on this campus act as though they are:			
aware of the importance of serving students from the entire spectrum of racial-ethnic groups.	☐	☐	☐
aware of the difficulties that students from specific racial-ethnic groups may face in succeeding in college.	☐	☐	☐
resentful of efforts to develop a student body that represents the entire spectrum of racial-ethnic groups.	☐	☐	☐
supportive of students from the entire spectrum of racial-ethnic groups.	☐	☐	☐
supportive of women students.	☐	☐	☐
willing to mentor students from the entire spectrum or racial-ethnic groups.	☐	☐	☐
willing to mentor women students.	☐	☐	☐
22. Staff regard campus programs for students from backgrounds traditionally underrepresented in higher education as:			
remedial in nature.	☐	☐	☐
critical to the institution's mission.	☐	☐	☐
effective educationally.	☐	☐	☐
a drain on institutional resources.	☐	☐	☐
assisting only students underprepared for college work.	☐	☐	☐
a stigma on the institution's prestige.	☐	☐	☐

Interaction with Students

In this section, we want to learn about your role as a staff member who serves students on this campus. If you do not serve students, please proceed to the next section of this survey.

Please indicate if you have had each of the following experiences *in your current position.* If you have not had a specific experience, please check the category "Don't Know/Not Applicable."

	Yes	No	Don't Know/Not Applicable
. I serve students who are of:			
my gender.	☐	☐	☐
my opposite gender.	☐	☐	☐
my racial-ethnic group.	☐	☐	☐
the entire spectrum of racial-ethnic groups.	☐	☐	☐
2. I mentor students who are of:			
my gender.	☐	☐	☐
my opposite gender.	☐	☐	☐
my racial-ethnic group.	☐	☐	☐
the entire spectrum of racial-ethnic groups.	☐	☐	☐
3. Students most prepared for college whom I serve are:			
women.	☐	☐	☐
men.	☐	☐	☐
unable to be classified in terms of a particular gender.	☐	☐	☐
of my racial-ethnic group.	☐	☐	☐
of a racial-ethnic group other than mine.	☐	☐	☐
of the entire spectrum of racial-ethnic groups.	☐	☐	☐
unable to be classified in terms of a particular racial-ethnic group.	☐	☐	☐
4. Students least prepared for college whom I serve are:			
women.	☐	☐	☐
men.	☐	☐	☐
unable to be classified in terms of a particular gender.	☐	☐	☐
of my racial-ethnic group.	☐	☐	☐
of a racial-ethnic group other than mine.	☐	☐	☐
of the entire spectrum of racial-ethnic groups.	☐	☐	☐
unable to be classified in terms of a particular racial-ethnic group.	☐	☐	☐
5. I provide students with information and material that:			
acknowledges women's societal contributions.	☐	☐	☐
acknowledges societal contributions made by the entire spectrum of racial-ethnic groups.	☐	☐	☐
has a multicultural perspective on issues.	☐	☐	☐
6. I participate in campuswide activities with students who are of:			
my gender.	☐	☐	☐
my opposite gender.	☐	☐	☐
my racial-ethnic group.	☐	☐	☐
the entire spectrum of racial-ethnic groups.	☐	☐	☐

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Please indicate if you have had each of the following experiences *in your current position.* If you have not had a specific experience, please check the category "Don't Know/Not Applicable."

	Yes	No	Don't Know/Not Applicable
7. I participate in off-campus activities with students who are of:			
my gender.	☐	☐	☐
my opposite gender.	☐	☐	☐
my racial-ethnic group.	☐	☐	☐
the entire spectrum of racial-ethnic groups.	☐	☐	☐
8. I collaborate professionally with students of:			
my gender.	☐	☐	☐
my opposite gender.	☐	☐	☐
my racial-ethnic group.	☐	☐	☐
the entire spectrum of racial-ethnic groups.			
9. Students with whom I interact on this campus behave as though they are:			
committed to developing a student body that represents the entire spectrum of racial-ethnic groups.	☐	☐	☐
resentful of efforts to develop a student body that represents the entire spectrum of racial-ethnic groups.	☐	☐	☐
aware of the importance of educating students from the entire spectrum of racial-ethnic groups.	☐	☐	☐
aware of the difficulties that students from the entire spectrum of racial-ethnic groups may face in succeeding in college.	☐	☐	☐
supportive of students from the entire spectrum of racial-ethnic groups.	☐	☐	☐
supportive of women students.	☐	☐	☐
10. Students with whom I interact on this campus perceive that the institution is:			
committed to developing a student body that represents the entire spectrum of racial-ethnic groups.	☐	☐	☐
resentful of efforts to develop a student body that represents the entire spectrum of racial-ethnic groups.	☐	☐	☐
aware of the importance of educating students from the entire spectrum of racial-ethnic groups.	☐	☐	☐
aware of the difficulties that students from the entire spectrum of racial-ethnic groups may face in succeeding in college.	☐	☐	☐
supportive of students from the entire spectrum of racial-ethnic groups.	☐	☐	☐
supportive of women students.	☐	☐	☐

Campus Life

A major part of a staff member's life on campus involves getting to know other people, including campus administrators, other staff members, and students. In this section, we want to learn about your participating and involvement with other campus participants.

	Less than 10%	10%-25%	25%-50%	50%-75%	Over 75%	Don't Know
1. Approximately what percent of the students on this campus are:						
Asian	☐	☐	☐	☐	☐	☐
Black	☐	☐	☐	☐	☐	☐
Latino	☐	☐	☐	☐	☐	☐
Native American/American Indian	☐	☐	☐	☐	☐	☐
White	☐	☐	☐	☐	☐	☐
2. Approximately what percent of the faculty on this campus are:						
Asian	☐	☐	☐	☐	☐	☐
Black	☐	☐	☐	☐	☐	☐
Latino	☐	☐	☐	☐	☐	☐
Native American/American Indian	☐	☐	☐	☐	☐	☐
White	☐	☐	☐	☐	☐	☐
3. Approximately what percent of the staff in your department are:						
Asian	☐	☐	☐	☐	☐	☐
Black	☐	☐	☐	☐	☐	☐
Latino	☐	☐	☐	☐	☐	☐
Native American/American Indian	☐	☐	☐	☐	☐	☐
White	☐	☐	☐	☐	☐	☐
4. Approximately what percent of the staff on this campus are:						
Asian	☐	☐	☐	☐	☐	☐
Black	☐	☐	☐	☐	☐	☐
Latino	☐	☐	☐	☐	☐	☐
Native American/American Indian	☐	☐	☐	☐	☐	☐
White	☐	☐	☐	☐	☐	☐

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We want to learn about the experiences that you have had generally on this campus. Please indicate if you have had the following experiences since coming to this college, or if not, please check the category "Don't Know/Not Applicable."

	Yes	No	Don't Know/Not Applicable
5. When I am treated politely on campus, it is generally by:			
staff members or administrators of my racial-ethnic group.	☐	☐	☐
staff members or administrators of other racial-ethnic groups.	☐	☐	☐
staff members or administrators of all racial-ethnic groups.	☐	☐	☐
staff members or administrators of my sex.	☐	☐	☐
staff member or administrators of my opposite sex.	☐	☐	☐
both male and female staff members or administrators.	☐	☐	☐
faculty.	☐	☐	☐
students.	☐	☐	☐
campus police.	☐	☐	☐
people from the community surrounding the campus.	☐	☐	☐
specific individuals Please specify: ______________________			
6. When I am treated rudely on campus, it is generally by:			
staff members or administrators of my racial-ethnic groups.	☐	☐	☐
staff members or administrators of other racial-ethnic groups.	☐	☐	☐
staff members or administrators of all racial-ethnic groups.	☐	☐	☐
staff members or administrators of my sex.	☐	☐	☐
staff members or administrators of my opposite sex.	☐	☐	☐
both male and female staff members or administrators.	☐	☐	☐
faculty.	☐	☐	☐
students.	☐	☐	☐
campus police.	☐	☐	☐
people from the community surrounding the campus.	☐	☐	☐
specific individuals Please specify: ______________________			
7. I have seen or heard about campus events where:			
specific racial-ethnic groups are portrayed positively.	☐	☐	☐
specific racial-ethnic groups are portrayed negatively.	☐	☐	☐
women in general are portrayed positively.	☐	☐	☐
women in general are portrayed negatively.	☐	☐	☐
men in general are portrayed positively.	☐	☐	☐
men in general are portrayed negatively.	☐	☐	☐
8. I have seen or heard about racist behavior initiated by:			
staff members or administrators of my racial-ethnic group.	☐	☐	☐
staff members or administrators of other racial-ethnic groups.	☐	☐	☐
faculty of my racial-ethnic group.	☐	☐	☐
faculty of other racial-ethnic groups.	☐	☐	☐
students of my racial-ethnic group.	☐	☐	☐
students of other racial-ethnic groups.	☐	☐	☐
people from the community surrounding the campus.	☐	☐	☐

We want to learn about the experiences that you have had generally on this campus. Please indicate if you have had the following experiences since coming to this college, or if not, please check the category "Don't Know/Not Applicable."

	Yes	No	Don't Know/Not Applicable
9. I have seen or heard about sexist behavior initiated by:			
staff members or administrators of my racial-ethnic group.	☐	☐	☐
staff members or administrators of other racial-ethnic groups.	☐	☐	☐
faculty of my racial-ethnic group.	☐	☐	☐
faculty of other racial-ethnic groups.	☐	☐	☐
students of my racial-ethnic group.	☐	☐	☐
students of other racial-ethnic groups.	☐	☐	☐
people from the community surrounding the campus.	☐	☐	☐
10. I have seen on campus:			
books in the library written from a variety of racial, ethnic, or cultural viewpoints.	☐	☐	☐
textbooks in the bookstore written from a variety of racial, ethnic, or cultural viewpoints.	☐	☐	☐
art reflecting various racial-ethnic cultures.	☐	☐	☐
negative graffiti about women.	☐	☐	☐
negative graffiti about certain racial-ethnic groups.	☐	☐	☐
11. Campus activities in which I participated that have increased my sensitivity to other racial-ethnic groups are:			
informal discussions with others on campus.	☐	☐	☐
orientation programs.	☐	☐	☐
lectures	☐	☐	☐
conferences and workshops.	☐	☐	☐
committee assignments.	☐	☐	☐
reading books.	☐	☐	☐
special events (cultural celebrations, etc.).	☐	☐	☐
plays or movies.	☐	☐	☐
concerts.	☐	☐	☐
athletic events.	☐	☐	☐
others (Please specify: ________________			
12. Campus activities in which I participated that have increased my sensitivity to women's issues are:			
informal discussions with others on campus.	☐	☐	☐
orientation programs.	☐	☐	☐
lectures	☐	☐	☐
conferences and workshops.	☐	☐	☐
committee assignments.	☐	☐	☐
reading books.	☐	☐	☐
special events (cultural celebrations, etc.).	☐	☐	☐
plays or movies.	☐	☐	☐
concerts.	☐	☐	☐
athletic events.	☐	☐	☐
others. Please specify: ________________			

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Please check the response that indicates the extent to which you have had each of the following experiences since coming to this college.

	Almost Always	Frequently	Sometimes	Rarely	Almost Never	Not Applicable/ No Opinion
13. I see materials in campus media that increase my understanding of individuals based on:						
their race or ethnicity.	☐	☐	☐	☐	☐	☐
their sex.	☐	☐	☐	☐	☐	☐
their academic preparation for college.	☐	☐	☐	☐	☐	☐
whether they met specific admissions requirements.	☐	☐	☐	☐	☐	☐
other reasons (Please specify: ______________________						
14. I see materials in campus media in which individuals are stereotyped based on:						
their race or ethnicity.	☐	☐	☐	☐	☐	☐
their sex.	☐	☐	☐	☐	☐	☐
their academic preparation for college.	☐	☐	☐	☐	☐	☐
whether they met specific admissions requirements.	☐	☐	☐	☐	☐	☐
other reasons (Please specify: ______________________						
15. Campus security employees respond to staff members by:						
assisting us.	☐	☐	☐	☐	☐	☐
assisting those from their own racial-ethnic groups.	☐	☐	☐	☐	☐	☐
assisting those from racial-ethnic groups other than their own.	☐	☐	☐	☐	☐	☐
harassing us.	☐	☐	☐	☐	☐	☐
harassing those from their own racial-ethnic groups.	☐	☐	☐	☐	☐	☐
harassing those from racial-ethnic groups other than their own.	☐	☐	☐	☐	☐	☐
16. If I have felt discriminated against on the campus, it is because of:						
my race or ethnicity.	☐	☐	☐	☐	☐	☐
my sex.	☐	☐	☐	☐	☐	☐
whether I have met specific admissions requirements.	☐	☐	☐	☐	☐	☐
other reasons (Please specify: ______________________						
17. If I have felt discriminated against on the campus, it is by:						
other staff members or administrators.	☐	☐	☐	☐	☐	☐
faculty.	☐	☐	☐	☐	☐	☐
students.	☐	☐	☐	☐	☐	☐
teaching assistants/instructional assistants.	☐	☐	☐	☐	☐	☐
people in the surrounding community.	☐	☐	☐	☐	☐	☐
18. If I have felt discriminated against on the campus, it is by people of:						
my racial-ethnic group.	☐	☐	☐	☐	☐	☐
other racial-ethnic groups.	☐	☐	☐	☐	☐	☐
my sex.	☐	☐	☐	☐	☐	☐
the opposite sex.	☐	☐	☐	☐	☐	☐

Campus Administrative Leadership

We want to learn of your perception of the campus administrative leadership.

Please check the response that indicates the extent to which you have had each of the following experiences since coming to this college.

1. Administrators on this campus act as though they are:

	Almost Always	Frequently	Sometimes	Rarely	Almost Never	Not Applicable/ No Opinion
aware of the importance of educating students from the entire spectrum of racial-ethnic groups.	☐	☐	☐	☐	☐	☐
aware of the difficulties that students from specific racial-ethnic groups may face in succeeding in college.	☐	☐	☐	☐	☐	☐
resentful of efforts to develop a student body that represents the entire spectrum of racial-ethnic groups.	☐	☐	☐	☐	☐	☐
supportive of students from the entire spectrum or racial-ethnic groups.	☐	☐	☐	☐	☐	☐
supportive of women students.	☐	☐	☐	☐	☐	☐
willing to mentor staff members from the entire spectrum of racial-ethnic groups.	☐	☐	☐	☐	☐	☐
willing to mentor women staff members.	☐	☐	☐	☐	☐	☐
resentful of efforts to develop a staff that represents the entire spectrum of racial-ethnic groups.	☐	☐	☐	☐	☐	☐
aware of the difficulties that staff members from specific racial-ethnic groups may face in succeeding at this institution.	☐	☐	☐	☐	☐	☐
supportive of staff members from the entire spectrum of racial-ethnic groups.	☐	☐	☐	☐	☐	☐
supportive of women staff members.	☐	☐	☐	☐	☐	☐
obstructive to the extent permitted by the law.	☐	☐	☐	☐	☐	☐

2. Administrators provide leadership on issues that affect:

	Almost Always	Frequently	Sometimes	Rarely	Almost Never	Not Applicable/ No Opinion
academic freedom.	☐	☐	☐	☐	☐	☐
campus governance.	☐	☐	☐	☐	☐	☐
the quality of teaching.	☐	☐	☐	☐	☐	☐
the quality of research.	☐	☐	☐	☐	☐	☐
the quality of public service.	☐	☐	☐	☐	☐	☐
campus life for staff members.	☐	☐	☐	☐	☐	☐
campus life for students.	☐	☐	☐	☐	☐	☐
the education of women.	☐	☐	☐	☐	☐	☐
the education of students from the entire spectrum of racial-ethnic groups.	☐	☐	☐	☐	☐	☐
the racial-ethnic diversity of the faculty.	☐	☐	☐	☐	☐	☐
the gender diversity of the staff.	☐	☐	☐	☐	☐	☐
opportunities for staff development.	☐	☐	☐	☐	☐	☐

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Please check the response that indicates the extent to which you have had each of the following experiences since coming to this college

	Almost Always	Frequently	Sometimes	Rarely	Almost Never	Not Applicable/ No Opinion
3. Campus administrators behave as though a high priority for them is to:						
enhance the prestige of the campus.	☐	☐	☐	☐	☐	☐
hire a high-quality faculty.	☐	☐	☐	☐	☐	☐
retain a high-quality faculty.	☐	☐	☐	☐	☐	☐
be responsive to the local community.	☐	☐	☐	☐	☐	☐
improve students' campus experiences.	☐	☐	☐	☐	☐	☐
increase the number of women students.	☐	☐	☐	☐	☐	☐
increase the number of students from the entire spectrum of racial-ethnic groups.	☐	☐	☐	☐	☐	☐
increase the number of students who graduate from the entire spectrum of racial-ethnic groups.	☐	☐	☐	☐	☐	☐
educate students from the entire range of racial-ethnic groups because they believe that it is the educationally ethical thing to do.	☐	☐	☐	☐	☐	☐
educate students from the entire range of racial-ethnic groups because it is the politically correct thing to do.	☐	☐	☐	☐	☐	☐
4. Campus administrators provide resources to achieve progress in the area of:						
the quality of teaching.	☐	☐	☐	☐	☐	☐
the quality of research.	☐	☐	☐	☐	☐	☐
the quality of public service.	☐	☐	☐	☐	☐	☐
campus life for all faculty.	☐	☐	☐	☐	☐	☐
campus life for faculty from my racial-ethnic group.	☐	☐	☐	☐	☐	☐
campus life for all staff members.	☐	☐	☐	☐	☐	☐
campus life for staff members from my racial-ethnic group.	☐	☐	☐	☐	☐	☐
campus life for all students.	☐	☐	☐	☐	☐	☐
campus life for students from my racial -ethnic group.	☐	☐	☐	☐	☐	☐
the education of women.	☐	☐	☐	☐	☐	☐
the education of all students.	☐	☐	☐	☐	☐	☐
5. Campus administrators behave as though they are responsive to the concerns of:						
staff members from the entire spectrum of racial-ethnic groups.	☐	☐	☐	☐	☐	☐
staff members from my racial-ethnic group only.	☐	☐	☐	☐	☐	☐
women staff members only.	☐	☐	☐	☐	☐	☐
men staff members only.	☐	☐	☐	☐	☐	☐

ms for Staff

ase check the response that indicates the extent to to which you have had each of the following experi-ces since coming to this college.

6. Campus administrators:

	Almost Always	Frequently	Sometimes	Rarely	Almost Never	Not Applicable/ No Opinion
are receptive to new ideas from staff that may positively affect educational opportunities available for students.	☐	☐	☐	☐	☐	☐
take initiative in proposing new services that may positively affect educational opportunities available for students.	☐	☐	☐	☐	☐	☐
wait for staff members to propose new services that may positively affect educational opportunities available for students.	☐	☐	☐	☐	☐	☐
communicate important information widely throughout the campus.	☐	☐	☐	☐	☐	☐
behave as though they consider staff integral to the campus.	☐	☐	☐	☐	☐	☐
behave as though they consider support staff integral to the campus.	☐	☐	☐	☐	☐	☐
promote the development of positive relations between staff and faculty.	☐	☐	☐	☐	☐	☐
regard support staff as professionals.	☐	☐	☐	☐	☐	☐
are flexible in responding to staff members' needs.	☐	☐	☐	☐	☐	☐

lease indicate if you have had each of the following experiences since coming to this college . If you have not had a specific experience, please check the category "Don't Know/Not Applicable."

7. When blatant discrimination toward a person occurs based upon gender, race, or ethnicity, campus administrators respond by:

	Yes	No	Don't Know/Not Applicable
dealing directly and immediately with the incident.	☐	☐	☐
limiting damage to the campus' reputation only.	☐	☐	☐
reaffirming the values and mores of the campus.	☐	☐	☐
redressing the affront to the affect individual.	☐	☐	☐
redressing the affront to the affected group.	☐	☐	☐

8. When subtle discrimination toward a person occurs based upon gender, race, or ethnicity , campus administrators respond by:

	Yes	No	Don't Know/Not Applicable
dealing directly and immediately with the incident.	☐	☐	☐
limiting damage to the campus' reputation only.	☐	☐	☐
reaffirming the values and mores of the campus.	☐	☐	☐
redressing the affront to the affect individual.	☐	☐	☐
redressing the affront to the affected group.	☐	☐	☐

9. A general policy on campus conduct is:

	Yes	No	Don't Know/Not Applicable
codified, including sanctions for violations.	☐	☐	☐
established on an ad hoc basis.	☐	☐	☐
communicated effectively throughout the campus.	☐	☐	☐
enforced when violations occur.	☐	☐	☐
ignored when violations occur.	☐	☐	☐

10. Specific campus policies on discrimination are:

	Yes	No	Don't Know/Not Applicable
codified, including sanctions for violations.	☐	☐	☐
established on an ad hoc basis.	☐	☐	☐
communicated effectively throughout the campus.	☐	☐	☐
enforced when violations occur.	☐	☐	☐
ignored when violations occur.	☐	☐	☐

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The Surrounding Community

Oftentimes, the community in which a campus is located can have a major impact on a staff member's experiences. We are interested in learning your feelings about the immediate area in which your campus is located. *(Please note: To add greater clarity to this question, the name of the local area surrounding the campus should be identified in this section and included in each question that refers to "local community").*

Please check the response that indicates the extent to which you have had each of the following experiences since coming to this college.

	Almost Always	Frequently	Sometimes	Rarely	Almost Never	Not Applicable/ No Opinion
1. The local community surrounding this campus responds to me generally by:						
being receptive.	☐	☐	☐	☐	☐	☐
accommodating my needs and interests.	☐	☐	☐	☐	☐	☐
hiring me to work in its businesses.	☐	☐	☐	☐	☐	☐
resenting my presence.	☐	☐	☐	☐	☐	☐
2. The local community surrounding this campus responds to the campus staff members and students from racial-ethnic groups other than mine by:						
being receptive.	☐	☐	☐	☐	☐	☐
accommodating my needs and interests.	☐	☐	☐	☐	☐	☐
hiring them to work in its businesses.	☐	☐	☐	☐	☐	☐
resenting their presence.	☐	☐	☐	☐	☐	☐
3. Members of the police force in the local community respond to campus staff members and students by:						
assisting us.	☐	☐	☐	☐	☐	☐
assisting those from their own racial-ethnic groups.	☐	☐	☐	☐	☐	☐
assisting those from racial-ethnic groups other than their own.	☐	☐	☐	☐	☐	☐
harassing us.	☐	☐	☐	☐	☐	☐
harassing those from their own racial-ethnic groups.	☐	☐	☐	☐	☐	☐
harassing those from racial-ethnic groups other than their own.	☐	☐	☐	☐	☐	☐
4. The campus supports its personnel and students through:						
speaking on our behalf in the local community.	☐	☐	☐	☐	☐	☐
encouraging the local community to accommodate the needs of all its personnel and students.	☐	☐	☐	☐	☐	☐
encouraging the local community to accommodate the needs of its personnel and students from various racial-ethnic groups.	☐	☐	☐	☐	☐	☐
involving their families in its activities.	☐	☐	☐	☐	☐	☐
working with local organizations.	☐	☐	☐	☐	☐	☐
being involved in community forums.	☐	☐	☐	☐	☐	☐
other ways (Please specify: ________________________						

Satisfaction with the Campus

Now the survey asks about your level of satisfaction and your general impression of this campus since accepting a staff member position here.

1. Please indicate your level of satisfaction with the progress you have made in each of the following areas:

	Very Satisfied	Satisfied	Somewhat Satisfied	Dissatisfied	Very Dissatisfied	Not Important	Does Not Apply/ No Opinion
advancing my career.	☐	☐	☐	☐	☐	☐	☐
developing or participating in innovative student programs.	☐	☐	☐	☐	☐	☐	☐
serving academically superior students.	☐	☐	☐	☐	☐	☐	☐
serving students from the entire spectrum of racial-ethnic groups.	☐	☐	☐	☐	☐	☐	☐
serving students who could benefit from my instruction.	☐	☐	☐	☐	☐	☐	☐
participating in community service activities of interest to me.	☐	☐	☐	☐	☐	☐	☐
working collaboratively with respected members of my profession.	☐	☐	☐	☐	☐	☐	☐
increasing the number of students from the entire spectrum of racial-ethnic groups.	☐	☐	☐	☐	☐	☐	☐
furthering my education.	☐	☐	☐	☐	☐	☐	☐
earning a competitive salary.	☐	☐	☐	☐	☐	☐	☐
having job security.	☐	☐	☐	☐	☐	☐	☐
gaining in other respects.	☐	☐	☐	☐	☐	☐	☐

Please specify: ____________________

2. Please indicate your level of satisfaction with each of the following aspects of this campus.

	Very Satisfied	Satisfied	Somewhat Satisfied	Dissatisfied	Very Dissatisfied	Not Important	Does Not Apply/ No Opinion
campus administrative leadership.	☐	☐	☐	☐	☐	☐	☐
campus facilities.	☐	☐	☐	☐	☐	☐	☐
campus life.	☐	☐	☐	☐	☐	☐	☐
campus personnel office.	☐	☐	☐	☐	☐	☐	☐
child care service availability.	☐	☐	☐	☐	☐	☐	☐
employee grievance procedures.	☐	☐	☐	☐	☐	☐	☐
housing assistance program.	☐	☐	☐	☐	☐	☐	☐
integration of the staff in the life of the campus.	☐	☐	☐	☐	☐	☐	☐
interaction with students.	☐	☐	☐	☐	☐	☐	☐
opportunities for career advancements.	☐	☐	☐	☐	☐	☐	☐
physical surroundings.	☐	☐	☐	☐	☐	☐	☐
specific department in which I work.	☐	☐	☐	☐	☐	☐	☐
staff life.	☐	☐	☐	☐	☐	☐	☐
surrounding community.	☐	☐	☐	☐	☐	☐	☐

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3. Please indicate your level of satisfaction with the opportunities available for you on campus to:

	Very Satisfied	Satisfied	Somewhat Satisfied	Dissatisfied	Very Dissatisfied	Not Important	Does not Apply/ No Opinion
learn about various cultures (e.g. Black History Month, International Women's Month, etc.).	☐	☐	☐	☐	☐	☐	☐
discuss issues related to differences among racial-ethnic groups.	☐	☐	☐	☐	☐	☐	☐
receive campus services when discriminated against because of your race, ethnicity, or sex.	☐	☐	☐	☐	☐	☐	☐
become more aware of needs of students from the entire spectrum of racial-ethnic groups.	☐	☐	☐	☐	☐	☐	☐
become more involved in issues of race, ethnicity, and gender.	☐	☐	☐	☐	☐	☐	☐

4. Please indicate your level of satisfaction with the opportunities available for staff members to:

	Very Satisfied	Satisfied	Somewhat Satisfied	Dissatisfied	Very Dissatisfied	Not Important	Does not Apply/ No Opinion
be evaluated on the basis of the help they give to students from various racial-ethnic groups.	☐	☐	☐	☐	☐	☐	☐
become aware of needs of students from various racial-ethnic groups.	☐	☐	☐	☐	☐	☐	☐
become involved in issues of race, ethnicity, and sexual equality.	☐	☐	☐	☐	☐	☐	☐
become campus leaders if they are women.	☐	☐	☐	☐	☐	☐	☐
become campus leaders irrespective of their racial-ethnic background.	☐	☐	☐	☐	☐	☐	☐
be hired from the entire spectrum of racial-ethnic groups.	☐	☐	☐	☐	☐	☐	☐
be hired from racial-ethnic groups currently scarce on campus.	☐	☐	☐	☐	☐	☐	☐
be hired from my racial-ethnic group.	☐	☐	☐	☐	☐	☐	☐
be sensitive to the needs of students from my racial-ethnic background.	☐	☐	☐	☐	☐	☐	☐
to sensitive to women students.	☐	☐	☐	☐	☐	☐	☐
be sensitive to the needs of all students.	☐	☐	☐	☐	☐	☐	☐
provide good service to students.	☐	☐	☐	☐	☐	☐	☐
grow professionally.	☐	☐	☐	☐	☐	☐	☐
be promoted into a different job classification.	☐	☐	☐	☐	☐	☐	☐
be promoted within the same job classification.	☐	☐	☐	☐	☐	☐	☐
receive recognition.	☐	☐	☐	☐	☐	☐	☐
develop skills that are related to my present job.	☐	☐	☐	☐	☐	☐	☐
develop skills that lead to professional advancement.	☐	☐	☐	☐	☐	☐	☐
be integrated into the mainstream of the campus.	☐	☐	☐	☐	☐	☐	☐

ems for Staff

5. Please describe your feelings about how you are viewed on this campus. (For each pair of adjectives, please circle the X closest to your feeling about how you are viewed on this campus.)

Respected	X	X	X	X	X	Disrespected
Resented	X	X	X	X	X	Admired
Successful	X	X	X	X	X	Unsuccessful
ntelligent	X	X	X	X	X	Unintelligent
Demeaned	X	X	X	X	X	Valued
Appreciated	X	X	X	X	X	Worthless
Encouraged	X	X	X	X	X	Discouraged
Weak	X	X	X	X	X	Strong
Hard-Working	X	X	X	X	X	Lazy
Tolerated on Campus	X	X	X	X	X	Integral to the Campus

6. Please describe your perceptions of this campus since becoming a staff member here. (For each pair of adjectives, please circle the X closest to your word for describing this campus.)

Comfortable	X	X	X	X	X	Uncomfortable
Friendly	X	X	X	X	X	Hostile
Tense	X	X	X	X	X	Relaxed
Cold	X	X	X	X	X	Warm
Communicative	X	X	X	X	X	Reserved
Enjoyable	X	X	X	X	X	Unenjoyable
Concerned	X	X	X	X	X	Indifferent
Disrespectful	X	X	X	X	X	Respectful
Cooperative	X	X	X	X	X	Competitive
Sensitive	X	X	X	X	X	Insensitive
Welcoming	X	X	X	X	X	Unwelcoming
Unsupportive	X	X	X	X	X	Supportive
Hospitable	X	X	X	X	X	Inhospitable
Hard	X	X	X	X	X	Easy
Accepting	X	X	X	X	X	Unaccepting
Tolerant	X	X	X	X	X	Intolerant
Structured	X	X	X	X	X	Flexible
Open	X	X	X	X	X	Closed
Bureaucratic	X	X	X	X	X	Non-Bureaucratic

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Attitudes

Now the survey asks your opinion on various educational issues, particularly as related to your experience at this college. Please check the response that indicates you level of agreement with each of the statements listed below.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Does Not Apply/ No Opinion
1. I prefer to serve students who are:						
academically well-prepared for college.	☐	☐	☐	☐	☐	☐
well-motivated for college.	☐	☐	☐	☐	☐	☐
in need of assistance to succeed in college.	☐	☐	☐	☐	☐	☐
of my racial-ethnic group.	☐	☐	☐	☐	☐	☐
of other racial-ethnic groups.	☐	☐	☐	☐	☐	☐
from my gender.	☐	☐	☐	☐	☐	☐
from the opposite gender.	☐	☐	☐	☐	☐	☐
oriented to pursue graduate work.	☐	☐	☐	☐	☐	☐
oriented to pursue research careers.	☐	☐	☐	☐	☐	☐
2. An effective way to meet students' needs is to:						
have all campus departments responsible for serving all students.	☐	☐	☐	☐	☐	☐
create separate departments to meet the unique needs of students of each racial-ethnic group.	☐	☐	☐	☐	☐	☐
create separate departments to meet the unique needs of students of each gender.	☐	☐	☐	☐	☐	☐
create separate departments to meet the needs of students who have potential for college but do not meet specific admissions requirements.	☐	☐	☐	☐	☐	☐
3. Special programs and policies:						
are necessary to attract students to campus from a variety of racial-ethnic groups.	☐	☐	☐	☐	☐	☐
often result in the hiring of faculty and staff members who lack adequate qualifications.	☐	☐	☐	☐	☐	☐
lead to resentment among students.	☐	☐	☐	☐	☐	☐
lead to resentment among faculty members.	☐	☐	☐	☐	☐	☐
enhance the quality of the student body.	☐	☐	☐	☐	☐	☐
reduce the prestige of the campus.	☐	☐	☐	☐	☐	☐
lead to admission of underprepared students.	☐	☐	☐	☐	☐	☐
are necessary for the staff to be representative of the student body.	☐	☐	☐	☐	☐	☐
are necessary for the campus to reflect the mix of racial-ethnic groups in the local community.	☐	☐	☐	☐	☐	☐
help to create a positive campus environment.	☐	☐	☐	☐	☐	☐
provide educational opportunities for students who have potential for college but do not meet specific admissions requirements.	☐	☐	☐	☐	☐	☐

Please check the response that indicates your level of agreement with each of the statements listed below.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Does Not Apply/ No Opinion
4. The highest priority for this campus in hiring staff members should be:						
enhancing the prestige of the campus.	☐	☐	☐	☐	☐	☐
selecting the most qualified regardless of racial-ethnic group.	☐	☐	☐	☐	☐	☐
selecting those who are qualified and of the same racial-ethnic groups as the student body as a whole.	☐	☐	☐	☐	☐	☐
selecting whose who are qualified and sensitive to students from the entire spectrum of racial-ethnic groups.	☐	☐	☐	☐	☐	☐
selecting those who are sensitive to the needs of students from the entire spectrum of racial-ethnic groups.	☐	☐	☐	☐	☐	☐
5. A high priority for me on this campus is that:						
I develop relationships with other staff members.	☐	☐	☐	☐	☐	☐
I have support in serving students.	☐	☐	☐	☐	☐	☐
I interact with students and staff members from the entire spectrum of racial-ethnic groups.	☐	☐	☐	☐	☐	☐
academic quality be maintained.	☐	☐	☐	☐	☐	☐
goals be met in recruiting students from the entire spectrum of racial-ethnic groups.	☐	☐	☐	☐	☐	☐
maintenance of academic quality and recruitment of students from the entire spectrum or racial-ethnic groups be compatible goals.	☐	☐	☐	☐	☐	☐
I interact with students and staff members from my own racial-ethnic group.	☐	☐	☐	☐	☐	☐
6. Obstacles to achieving gender balance on the staff here are:						
the scarcity of women staff members who are interested in working on this campus.	☐	☐	☐	☐	☐	☐
the scarcity of qualified women staff members.	☐	☐	☐	☐	☐	☐
lack of campus interest in recruiting women staff members.	☐	☐	☐	☐	☐	☐
difficulty of retaining qualified women staff members.	☐	☐	☐	☐	☐	☐
absence of women in high administrative positions.	☐	☐	☐	☐	☐	☐
lack of desire on the part of the administration.	☐	☐	☐	☐	☐	☐
7. Obstacles to achieving racial-ethnic balance on the staff here are:						
the scarcity of staff members from these groups who are interested in working on this campus.	☐	☐	☐	☐	☐	☐
the scarcity of qualified staff members from these groups.	☐	☐	☐	☐	☐	☐
lack of interest in recruiting staff members from these groups.	☐	☐	☐	☐	☐	☐
difficulty of retaining qualified staff members from these groups.	☐	☐	☐	☐	☐	☐
absence of top administrators from these groups.	☐	☐	☐	☐	☐	☐
lack of desire on the part of the administration.	☐	☐	☐	☐	☐	☐

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Items for Staff

Please check the response that indicates your level of agreement with each of the statements listed below.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Does Not Apply/ No Opinion
8. With respect to the staff, greater equality could be achieved with respect to women by:						
enhancing resources available for their recruitment.	☐	☐	☐	☐	☐	☐
developing mentorships for those hired.	☐	☐	☐	☐	☐	☐
enhancing resources available for their retention.	☐	☐	☐	☐	☐	☐
involving them in professional activities (for example, conferences, research collaborations, etc.)	☐	☐	☐	☐	☐	☐
including them in campus social activities.	☐	☐	☐	☐	☐	☐
reconceptualizing the definition of "qualified" when making hiring and promotional decisions.	☐	☐	☐	☐	☐	☐
including public service contributions in the criteria for promotion.	☐	☐	☐	☐	☐	☐
including the contributions that they make in assisting women students to be successful on this campus.	☐	☐	☐	☐	☐	☐
including the contributions that they make to women students that ares not a part of their job-related responsibilities.	☐	☐	☐	☐	☐	☐
including their service to the local community.	☐	☐	☐	☐	☐	☐
9. With respect to the staff, greater equality could be achieved with respect to individuals from racial-ethnic groups traditionally underrepresented on the staff in higher education by:						
enhancing resources available for their recruitment.	☐	☐	☐	☐	☐	☐
developing mentorships for those hired.	☐	☐	☐	☐	☐	☐
enhancing resources available for their retention.	☐	☐	☐	☐	☐	☐
involving them in professional activities (for example, conferences, research collaborations, etc.)	☐	☐	☐	☐	☐	☐
including them in campus social activities.	☐	☐	☐	☐	☐	☐
reconceptualizing the definition of "qualified" when making hiring and promotional decisions.	☐	☐	☐	☐	☐	☐
including public service contributions in the criteria for promotion.	☐	☐	☐	☐	☐	☐
including the contributions that they make in assisting students from racial-ethnic groups traditionally underrepresented in higher education to be successful here.	☐	☐	☐	☐	☐	☐
including the contribution that they make to students from racial-ethnic groups traditionally underrepresented in higher education which is not part of their job-related responsibilities.	☐	☐	☐	☐	☐	☐
including their service to the local community.	☐	☐	☐	☐	☐	☐

Please check the response that indicates your level of agreement with each of the statements listed below.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Does Not Apply/ No Opinion
10. The highest priority on this campus in terms of students should be to enhance support for:						
all students.	☐	☐	☐	☐	☐	☐
recruitment of students from specific racial-ethnic groups.	☐	☐	☐	☐	☐	☐
recruitment of women students.	☐	☐	☐	☐	☐	☐
retention of all enrolled students.	☐	☐	☐	☐	☐	☐
retention of students from specific racial-ethnic groups.	☐	☐	☐	☐	☐	☐
retention of enrolled students who have the potential for college but did not meet regular campus admissions requirements.	☐	☐	☐	☐	☐	☐
11. I regard programs on campus for students from backgrounds traditionally underrepresented in higher education as:						
remedial in nature.	☐	☐	☐	☐	☐	☐
critical to the institution's mission.	☐	☐	☐	☐	☐	☐
effective educationally.	☐	☐	☐	☐	☐	☐
a drain on institutional resources.	☐	☐	☐	☐	☐	☐
assisting only students underprepared for college work.	☐	☐	☐	☐	☐	☐
a stigma on the institution's prestige.	☐	☐	☐	☐	☐	☐

Please check the response that indicates your assessment of the changes that have taken place on campus with respect to the following areas.

	Very Positive	Positive	No Change	Negative	Very Negative	Does Not Apply/ No Opinion
Curricular offerings	☐	☐	☐	☐	☐	☐
Diversity of the administration	☐	☐	☐	☐	☐	☐
Diversity of the staff	☐	☐	☐	☐	☐	☐
Diversity of the faculty	☐	☐	☐	☐	☐	☐
Diversity of the student body	☐	☐	☐	☐	☐	☐
Institutional mission	☐	☐	☐	☐	☐	☐
Institutional prestige	☐	☐	☐	☐	☐	☐
Level of student preparation	☐	☐	☐	☐	☐	☐
Receptivity to administrators from the entire range of racial-ethnic groups	☐	☐	☐	☐	☐	☐
Receptivity to faculty from the entire range of racial-ethnic groups	☐	☐	☐	☐	☐	☐
Receptivity to staff members from the entire range of racial-ethnic groups	☐	☐	☐	☐	☐	☐
Receptivity to students from the entire range of racial-ethnic groups	☐	☐	☐	☐	☐	☐
Student services	☐	☐	☐	☐	☐	☐
Student retention	☐	☐	☐	☐	☐	☐

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Demographic Background

Please share some information with us about your personal and educational background by checking the response that applies to you or by filling in the blanks on the questions below.

1. I am from the following racial-ethical background. (If you are from a multi-racial or multi-ethnic background, please check all that apply.)

   ☐ American Indian/Native American Please specify tribe: ______
   ☐ Black/African-American/African
   ☐ Chinese/Chinese-American
   ☐ Cuban/Cuban-American
   ☐ Filipino/Pilipino/Filipino-American
   ☐ Japanese/Japanese-American
   ☐ Mexican-American/Chicano
   ☐ Pacific Islander Please specify island group: ______
   ☐ Pakistani/East Indian
   ☐ Puerto Rican
   ☐ White/Caucasian, including Middle Eastern (If you identify with a specific ethnic group, please specify: ______
   ☐ Other Asian, excluding Middle Eastern Please specify: ______
   ☐ Other Latin/Central American Please specify: ______
   Other. Please specify: ______

2. My gender is: ☐ Female ☐ Male

3. My present staff position is that of a:
   ☐ Academic Staff Personnel.
   ☐ Administrative Services Personnel (i.g., Business Office, Facilities Division).
   ☐ Administrator.
   ☐ Manager.
   ☐ Student Services Staff Personnel.
   ☐ Support staff member in any department.
   ☐ Other Please specify: ______

4. At the present time, the approximate percentage of my time at present that I devote to:
   enrolled students is ______
   prospective students is ______
   faculty is ______
   other campus staff members is ______
   individuals from off-campus is ______

5. The number of years I have spent on this campus is ______

6. My department is ______

7. My work status is: ☐ Full-time ☐ Part-time

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
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